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Cultivating a Culture of Success in Catholic Secondary Schools in Tanzania

Peter Felix Asantebwana

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CULTIVATING A CULTURE OF SUCCESS IN CATHOLIC SECONDARY SCHOOLS IN
TANZANIA

A Dissertation

Submitted to the School of Education

Duquesne University

In partial fulfillment of the requirements for
the degree of Doctor of Education

By

Fr Peter Asantebwana

December 2014

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Fr Peter Asantebwana

2014

Duquesne University
School of Education
Professional Doctorate in Educational Leadership
Program

Dissertation

Submitted in Partial Fulfillment of the Requirements
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ABSTRACT

CULTIVATING A CULTURE OF SUCCESS IN CATHOLIC SECONDARY SCHOOLS IN TANZANIA

By

Fr Peter Asantebwana

December 2014

Dissertation supervised by Dr. Gary Shank

Many people agree that a “child’s teacher can make a bigger difference to his or her educational success than most other school variables” (Darling-Hammond, 2006, p. 19). Quality education as a result of quality teaching has been a subject of discussion in many countries (Karras, & Wolhuter, 2010). According to Nyerere (1967), “the purpose of education is to pass from one generation to the next the accumulated wisdom and knowledge of the society, and to prepare the young people for their future membership of the society and their active participation in its maintenance or development” (p. 268). Following the history of Tanzania and her good inherited values, a country full of natural resources that needs an educated workforce, this goal has not been fulfilled. National Form IV examination results show mass failure of students. The mass failure is attributed to various reasons such as lack of resources, poor teaching environment and family background. Yet the foremost contributor is teaching quality based on the small

number of programs for the training and professional development of teachers. Tao (2013) states that “certain actions are often cited as constitutive of poor teacher performance, such as absenteeism, teacher-centered ‘chalk and talk’ pedagogies, inadequate subject knowledge and withholding content to support private tuition” (p. 2).

The paper describes these teaching challenges, taking into account the context and the historical background of education in Tanzania from traditional education to the current system of education guided by the Tanzanian education policy of 1995. Given the importance of teachers and their position in society, the paper suggests the application of some traditional teacher qualities and values such as caring, listening, understanding, knowing the students, fairness, respect, social interaction with the students and promoting good moral and ethical values of society while maintaining good examples and commitment to students (Mushi, 2009).

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CHAPTER 1: Introduction

Prologue

This study focuses on the role of teacher quality on student achievement. It aims at addressing the situation existing in the Catholic secondary schools in the Moshi Diocese located on the northeast part of Tanzania. It will investigate the relationship between teacher performance and student achievement in secondary schools and contribute answers to the following questions: (a) Why do children achieve poorly on national examinations? (b) Why do some of the schools in the northeast part of Tanzania perform poorly on national examinations? And (c) why do more than 50 percent of the students fail? This study acknowledges that while there are many factors that contribute to student achievement, a careful analysis of the variables affecting educational outcomes have shown that the teacher is the most influential school-related force in students' achievement (Stronge, 2002). The teacher directly affects students' outcomes: how students learn, what they learn, and how much they learn during many interactions throughout their shared time together in a school setting. For this reason, teacher performance and the role of the teacher in students' education will be the focus of this study.

Poor teacher performance in Tanzania has long been discussed by individuals and groups. Both the government and private sectors have tried to work out ways of alleviating this problem. Non-governmental organizations such as HakiElimu and Twaweza raise awareness of daily educational challenges in Tanzania. The need to improve education can be met through good and qualified teachers. Schools and their communities have always sought out the best teachers they could get, believing that their children's success depends upon it. For example, in recent years, the Diocese of Moshi founded Mwenge University to work for the improvement of teachers, emphasizing student-centered methods and teachers developing strong pedagogical and subject content knowledge.

I agree with Mkumbo (2012) that many factors or challenges have contributed to the poor state of quality education in Tanzania. He categorized the challenges into areas that include political, economic, legal, demographic, cultural and international conditions; and input factors encompassing poor leadership, poor funding, poor quality of teaching and learning, and poor quality of teaching curriculum (2012, p. 223). I believe that teachers are the crucial and key ingredient in determining the quality of education. Increasing their quality in both pedagogy and content knowledge will increase their performance and hence raise student achievement because the quality of education is directly related to quality of teaching and learning (Darling-Hammond, 2010; Mkumbo, 2012).

Issues related to teacher quality have been addressed in many studies by looking at the characteristics of quality teachers (Darling-Hammond, 2006; Gordon, 2003; Schank, 2011; Stronge, 2002); committed teachers, (Blasé & Kirby, 2009; Hakielimu, 2011; Stronge, 2002); good teaching practices (Leithwood, 2004; Rief & Heimborge, 2006); and student achievement (Darling-Hammond, 2006; Schank, 2011); as well as school improvement (Blasé & Kirby, 2009; Hakielimu, 2012). The purpose for this discussion of teacher quality is grounded in the reality that what a teacher personally brings to the classroom makes a measurable difference in how well and how much the students learn (Darling-Hammond, 2006; Schank, 2011; Stronge, 2002). Following the Latin saying “*Nemo dat quod non habet*” (meaning, no one can give what one does not have), for schools to improve and students to achieve success, school principals (head teachers) and school managers have to consider the teaching abilities of the personnel they employ. I believe that quality teachers who are able to share their abilities and talents with students are highly needed to improve student achievement in Tanzanian schools.

Darling-Hammond (2006) suggests the following teacher issues that are fundamentally related to student achievement:

- Verbal ability
- Content and pedagogical knowledge
- Education coursework on teaching methods in their discipline
- Test scores on state (national) licensing exams that measure both basic skills and teaching knowledge
- Professional development
- Enthusiasm for learning
- Teaching experience
- Class size, planning time, opportunities to work with colleagues and curricular resources

In my pursuit of a Professional Doctorate in Educational Leadership, I have decided to investigate the complex issue of the relationship between the ability of the teacher (teacher performance) and student achievement (student performance). This study will be valuable to administrators of the schools managed by the Diocese of Moshi in Tanzania in their struggle to improve the level of success in the schools as well as student performance. The issue of teacher quality and student achievement is a worldwide problem and has been addressed in different ways by different scholars, various educational systems and by many local and international organizations (Darling-Hamond, 2006; Oluoch, 2006; Robinson, 2013; Vavrus, 2009, 2012; Vegas, 2005; Wedgwood, 2007). The issue of teacher quality is crucial, as the teacher plays a pivotal role in student achievement. Stronge (2002) states that teacher quality comprises all of the things that a teacher brings to the school, such as demographics, aptitudes, professional preparation, college majors, teacher certification and teacher experiences. Teaching quality refers

to all that teachers do to promote and enhance student learning in the classroom. Teaching quality is involved in the creation of learning environments, building up an opportunity for learning, selection of appropriate instructional goals and assessments, using the curriculum effectively, and the employment of different instructional behaviors that help all students learn at high levels. The whole issue of teacher quality, including teacher preparation and ongoing professional development, and improving teacher effectiveness in classrooms, is at the heart of many efforts to improve the quality and performance of students in secondary schools. Educational improvements demand that teachers have a deep knowledge of their subject and of the pedagogical strategies that are most effective for teaching the subject.

Many educational theorists and other influential persons have tried to explain the necessity of having “good” teachers who are passionate about teaching, knowledgeable in both subject and pedagogy and effective in instruction, in order to achieve a high level of education that will benefit the children in our society (HakiElimu, 2011; Nyerere, 1968; Skrla, Linda, Scheurich & James, 2004; Ulimwengu, 2004). Others have emphasized that good education will be possible when the teachers cooperate with the parents whose emphasis has been on education for the betterment of the individuals, families, and the society. In a well-known popular statement on educational, for example, Nelson Mandela (1918-2013) assert that “education is the most powerful weapon which you can use to change the world” (UNESCO, 2009). This indicates the necessity of education. Another African leader, Julius Nyerere (1968), advocated for education for self-reliance. He insisted that education has to work for the common good, foster co-operation, promote equality and prepare children for a better future (p .282). Furthermore, in his TED talk on “How schools kill creativity”, Ken Robinson (2006) insisted that ““it is education that is meant to take us into a future that we can’t grasp”” (TED Talks). In addition, I

recall the efforts of my grandfather who insisted upon the importance of seriousness in our studies. Different from these academic thinkers, my grandfather focused on individual success in education and always cautioned us, saying that “without education we cannot be leaders, we cannot fly airplanes, we cannot become teachers, and we cannot travel in different parts of the world.” He was teaching us that education was to give us a career in life.

The relevance and importance of education was stipulated by traditional societies even before the arrival of foreigners in Tanzania. The Tanzanian culture of love and respect was inherited from our ancestors, and it was passed on through generations by what was then a practiced type of education. Before the introduction of the current formal or western education, an informal education passed on the values, skills, customs and traditions from one generation to the other. It took place in the extended family and at the ethnic community level. At the extended family level, each member had a role imparting education to the child. The uncles, the aunts, the parents and grandparents had a specific role in the education of the child. They worked together to ensure that the child had a proper upbringing (Stambach, 2000; Thomas, 1993).

At the broader tribal community level, education was given to specific groups whereby boys gathered under one mentor and girls with another mentor. During this time, both boys and girls underwent their initiation rites. Within the practices of this kind of education, there were some critical shortcomings, especially for the girls who lost their lives during circumcision due to excessive bleeding. The initiators were people who were highly respected by the society (Mushi, 2009, p. 36). They had to love their students and teach them until the lesson was understood. There were no exams, and no grades were given. The assessment was the performance of the candidate who would memorize and recite what was taught as well as carrying out the practices that were instructed (Mushi, 2009, p. 37). In this kind of education,

there was no failure at all. While taking into consideration the importance of education in traditional society, Tanzania also needs to concentrate and increase her efforts to pass on the good values of the past and to use modern resources as well to enhance the current educational development of the country.

General Overview of Tanzania

Tanzania as a Country: *The Geography*. A quick overview of Tanzania's education system will be useful for the readers of this paper who may not be familiar with Tanzanian history. It will help frame the country's history, geography, economy, politics, culture and the educational practices of its citizens. In 1961, the country of Tanzania gained its independence from the British government, and Tanganyika and Zanzibar merged to form the nation of Tanzania in 1964. The country lies between longitude 29⁰ and 41⁰ east of the Greenwich Meridian; and latitude 1⁰ and 12⁰ south of Equator. It is the largest landmass of the five East African countries of Kenya, Uganda, Rwanda and Burundi.

(<http://www.tanzania.go.tz/home/pages/219>). Tanzania borders Kenya to the northeast, Uganda in the north; Rwanda, Burundi and the Democratic Republic of Congo (DRC) in the west; Zambia and Malawi to the southwest and Mozambique in the south. There are territorial oceanic waters in the east with the magnificent islands of Unguja and Pemba and other smaller islands including Mafia well known for their long, beautiful beaches. The interior part of the country embeds the Great Rift Valley that runs from Northeast Africa through Tanzania to Mozambique.

Tanzania is an entry port for the land-locked countries of Rwanda, Burundi, Zambia, Malawi, Uganda and the eastern DRC. The Dar es Salaam port is a gateway to Eastern and Central African countries. Other ports such as Tanga, Mtwara, and Zanzibar place the country in a strategic position for investments from the East African countries. With regard to weather,

most of the country experiences a long dry season from May to October, while the rainy season ranges between November and May, with heavy rains from March to May. The climate in Tanzania allows for the growth of both sustenance food and cash crops. The various cash crops include coffee which is planted on both large and small scales in the Kilimanjaro, Kagera, Kigoma and Mbeya regions; tea is grown on a large scale in the Mufindi, Lushoto, Njombe, and Rungwe districts; and cotton is farmed near the Lake zone regions, including the Mara, Shinyanga, Mwanza and Geita.

Tanzania is a tropical country with high temperatures reaching 31⁰C in the dry season and 25⁰C in the wet season. However, some parts of the southern highlands experience low temperatures of 10⁰C in the wet season. Moreover, the only snowcapped mountains in the tropics are in the northern part of the country around Kilimanjaro.

Tanzania is rich in minerals and natural gas. Recent developments and exploration have revealed that there is a great possibility of huge oil and gas deposits along the coast in the southern regions of Lindi and Mtwara. The country is endowed with minerals including the precious stones of Tanzanite found only in Tanzania, along with diamonds and gold. Other mineral deposits include uranium, coal, iron, gypsum and nickel in Ngara (<http://www.tanzania.go.tz/minig.html>). The country has also been blessed with the world's biggest lakes, which include Lake Victoria, Lake Tanganyika and Lake Nyasa. There are also abundant smaller lakes such as Rukwa, Jipe, Manyara, Amboseli, Babati, Eyasi, Burigi, Kitangir, Chala, Mdotu, Natron and Sagara. The lakes provide direct employment to the citizens who engage in fishing activities. There are also a number of rivers including the Rufiji, Pangani, Wami, Ruvu, Malagarasi, Kagera, Kilombero, Mara and Ruaha. The country is beautiful with its many natural features like hills and valleys and bodies of water comprising the ocean, lakes and

The People. In Tanzania, the distribution of the population is extremely uneven as it consists of more than 120 ethnic groups each having its own ethnic language. All are united by a national language Kiswahili which is spoken throughout the country as well as in neighboring countries. The largest ethnic communities are the Sukuma, Haya, Nyakyusa, Shaha, Pare, Makonde, Chagga, and Swahili. Tanzania is one of the most successful countries in the region because it has adopted Kiswahili as a national language whereas the rest of the neighboring countries speak their own languages, such as English, French or Portuguese as their national languages depending on their former colonial powers. Because Kiswahili is the national language, the country was able to break down its ethnic differences and reduce historical rivalries.

8

According to the 2012 national census, the country's population was 44,929,000 with 43,625,434 living on the mainland of Tanganyika, and 1,303,568 residing in Zanzibar. This was the fifth national census that the government conducted since achieving independence in 1961. The trends from the first census in 1967 indicate a considerable increase of population, from 12,313,469 in 1967 to 44,929,000 in 2012 (National Bureau of Statistics, 2013, p. 27).

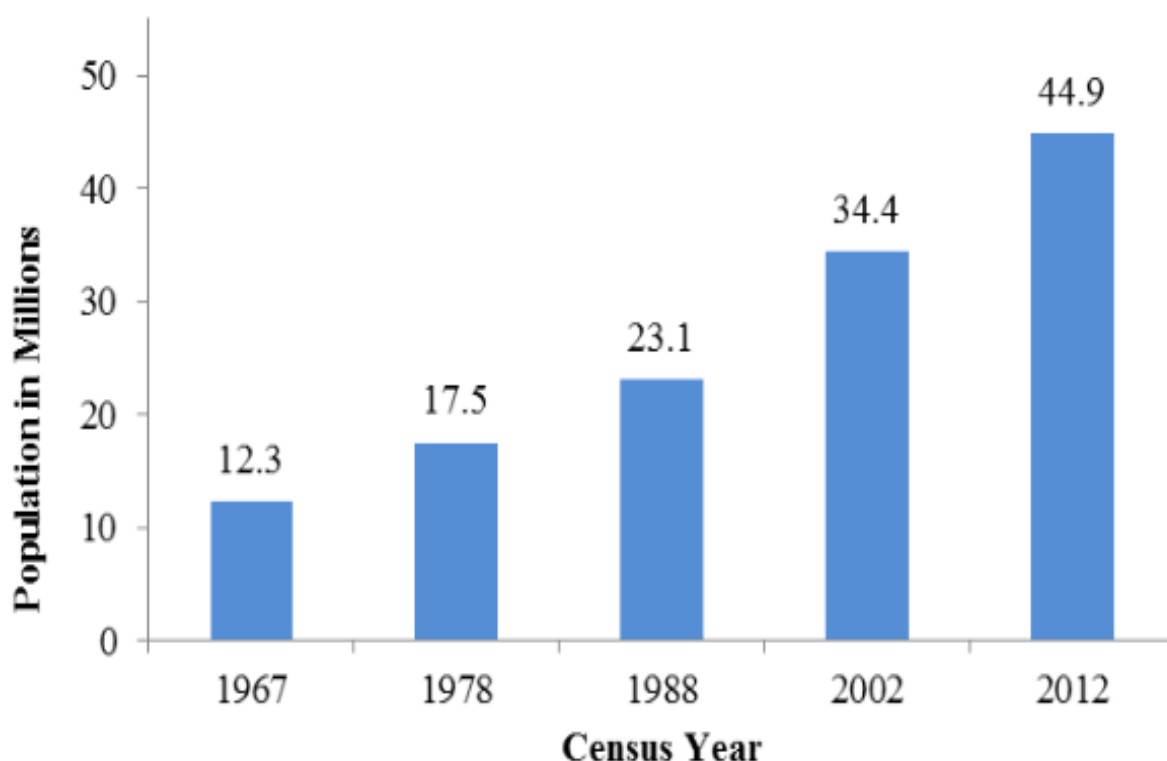


Figure 2: Tanzanian Population Trends in Millions: 1967 - 2012

Among this great number of people, secondary school children (ages 14 – 17) account for 8.5 percent (3,813,299) of the total population. Of this total, 3,699,137 are from the mainland while 114,162 are from Zanzibar (United Republic of Tanzania (URT), 2013 National Bureau of Statistics, p. iv). These secondary students suffer educational setbacks in their lives because many of them do not achieve satisfactory scores on the National Certificate of Secondary Education examination.

Tanzania is a secular state where the people have a constitutional guarantee to worship in any religion they choose. The constitution states clearly, “Every person has the right to the freedom to have a conscience, or faith, and choice in matters of religion, including the freedom to change his religion or faith” (Constitution of the URT, 1977, article 19(1)). Tanzanians live almost like a family, regardless of the diversity of existing ethnic groups. There are two main religions, Christianity and Islam, with minority religions including Hinduism and traditional religion based on ethnic groups.

As stated earlier, Tanganyika attained her independence from colonial rule in 1961, whereby, after Zanzibar’s revolution, the two nations united to form one country, Tanzania. The country practices a multiparty democracy. It had two political parties until 1977 when they united to form one party, the Chama cha Mapinduzi (CCM). However, in 1992, the multiparty system was reintroduced under the constitutional amendment of 1992, and Tanzania now has 20 registered political parties allowing the people to enjoy the freedom to form and join any political party of choice. The constitution states, “The United Republic of Tanzania is a democratic, secular and socialist state which adheres to a multi-party democracy” (URT, 1992, art 3(1)).

Economic Overview. Tanzania is a country of emerging markets and developing economies. The country’s economy has been growing steadily for the past 10 years (World Bank, 2013). The rapid and stable growth of the economy over the past five years, despite the turbulence in the world and regional markets, has been explained by the following factors. First is the expansion of five crucial sectors that have been contributing almost 60 percent of the Gross Domestic Product (GDP) since 2008. These sectors are communication, increase of the domestic demand due to population growth, independence from net external trade, lower food prices and

prudent monetary policies. According to a World Bank report of 2013, inflation has declined since early 2012, dropping to 9.81 in March 2013. The country's economic goal is to increase the annual economic growth by 10 percent in five years' time, from 2011 to 2016 (Five Year Development Plan of Tanzania, 2011 – 2016).

Investors can invest in various sectors including agriculture and agricultural products, metal products, machinery and transport equipment, electronics and electrical appliances, chemicals, paper and plastics, light industries and mining, and ceramics as well as gemstones. The country has an Economic Development Vision 2025 implemented to promote investments in all of these national sectors (<http://epza.go.tz/invest.php?p=231>). This vision sets a target to achieve high levels of personal livelihood including the eradication of wretched poverty, good governance and the rule of law as well as a strong and competitive economy. The country has been implementing various development programs to ensure it has a strong and competitive economy. Currently it is in the second phase of the implementation of the Millennium Development Goals (MDGs) through the National Strategy for Growth and Reduction of Poverty (NSGRP) (TenMet, 2011). There are educational programs that match with these economic plans to ensure the supply of citizen experts in all realms of life: social, political, technological and economic.

Historical Overview. Tanzania started to have a global influence with the arrival of the Arabs in the 1560's, who initiated trading activities. In 1890, Tanganyika (now Tanzania, Mainland) was split into different areas through treaties drawn by Germany, Britain and the Sultan of Zanzibar. It was a German colony until Germany's defeat in World War I, in 1919. When the domination of Germany ended, the control of the territory was passed to the British through a League of Nations mandate. Tanganyika became a United Nations Trust Territory,

subject to British control from 1920 until independence in 1961. The Germans involved themselves in the production of raw materials and they used local leaders to rule. The infrastructure was well-built with a central railway system as well as a northern rail system. There were very few schools at this time and they were mainly used to educate supply clerks for the German colonial offices. Tanganyika was a colony founded by the German explorer, Karl Peters. The British seized Uganda and Kenya during that time. The colonialists in the Anglo-Germany Treaty of 1890 set the borders of these territories.

History of Education in Tanzania: *Traditional Education.* *Education before foreign influence.* Before the foreign influence of the Arabs and the Europeans, the people of Tanzania had their own ways of educating the young by passing on African values and traditions from one generation to the next. We are very much indebted to our ancestors as they seriously took on this task through both informal and non-formal methods of education. The formal education practiced in today's Tanzania has origins in the informal and non-formal education of the past. Teaching and learning occurs in many different settings. From street corners, peer groups, and families, to organized youth groups and school classrooms, most of our individual lives are composed of experiences from which we learn. We can define these three forms of education in the following manner. Informal education is seen on a continuum as the lifelong process by which every person acquires and accumulates knowledge, skills and insights from the daily experiences and exposure to the environment. It is learning through day-to-day living as we carry on our normal activities (Thomas, 1993, p. 142).

Non-formal education, the second form of teaching and learning, is defined as “any organized, systematic educational activity carried on outside the framework of the formal system to provide selected types of learning to particular subgroups in the population, adults as well as

children” (Thomas, 1993, p. 141). Thomas (1993) further states that the main difference between informal and non-formal processes is the deliberate instructional and programmatic emphasis in the latter but which is absent from informal education. Formal education is defined as an institutionalized, chronologically graded and hierarchically structured educational system ranging from lower primary school to the upper reaches of the university.

According to Thomas (1993), it is obvious that the interaction of formal, non-formal and informal education can play a major productive role in the country today. These three modes of education are interactive in that all individuals, at all times, are engaged in one or more of them, thereby learning from planned compulsory and intentional activities as well as unplanned voluntary and incidental activities. Therefore, for students to be successful in Tanzania’s educational system, the combined effects of informal, non-formal and formal education have to be employed in the preparation of individuals so that they behave appropriately in the culture to which they belong. If teachers and students “know what their organization (school) stands for, if they know what standards they should uphold, they are more likely to make decisions that will support those standards” (Hoy & Miskel, 2008, p. 179), and that will lead to success in school and high student achievement.

Traditional African societies had no schools, as we know them today, that is, schools enclosed by walls. In the past, the parents and elders educated children and adults. In this way they learned about the community in which they lived, farming methods, hunting tactics, and the useful and harmful animals and plants in the environment. They learned how to endure perils and difficult situations like famine, drought, and dangerous animals.

In Chagga land, for example, the people are trained to work in the industries that produce farm equipment such as hoes, axes, machetes, as well as clay pots, chairs, mats, iron goods,

spoons, spears and arrows. The Nyakyusa tribe in Mbeya teaches people how to make clothes. The activities differ from tribe to tribe taking into consideration that each group lives in a different environment with different resources. Remember also that Tanzania is a very large country comprised of more than 120 ethnic groups.

Education in pre-colonial societies in Tanganyika responded to the existing socio-economic, political and cultural practices of the community. The content grew naturally from the environment and it reflected the demands and requirements of the community it served. Therefore, education provided by any one African society met the requirements of that particular society at its own level of development (Mmari & Ishumi, 1978, p. 24).

Purpose of traditional education. Indigenous African education was a process, which instilled in its tribal members, from one generation to another, the inherited knowledge, skills and values of the tribe. It aimed at preserving the cultural heritage of the tribe and transmitting the codes of good behavior such as unselfishness, obedience, respect, honesty and endurance. All of these virtues meant to ensure the survival of the tribe. This indigenous African education system prepared the individual for life in his or her society and aimed to produce a complete individual, a lifelong learner who was cultured, respectful, integrated, sensitive, and responsive to the needs of family and neighbors (Mushi, 2009). To meet all of these goals, the traditional community ensured quality and committed trainers who were dedicated to the wellbeing of the traditional community.

The scope of education and modes of transmission. The nature and scope of indigenous African education reflected traditional African life in its socio-economic, political and cultural contexts. It can be analyzed in three categories: general, age-gender and specialized. General education addressed civic issues, health care, history, morality and food production; these

aspects were learned by every individual of the group. Age and gender education addressed sex education, codes of behavior, social responsibilities, warfare and courtship. Lastly, specialized education taught its individuals leadership skills, special crafts, medicine, fishery, witchcraft, ngoma dances, rainmaking and gender duties (Mushi, 2009).

Characteristics of traditional education. Traditional African education was community oriented, geared toward solving the problems of the community. It was taught in relation to concrete situations. This education was effective because it was closely related with daily life in concrete terms, bringing individuals close to the realities of life. In traditional African society, instructors were carefully selected and were drawn from the family, clan, or tribe (Mushi 2009, p. 36). They imparted knowledge, skills and attitudes informally at the didactic and practical levels. At a didactic level, the teaching process took the form of tales, stories, legends, riddles, proverbs and songs; while at the practical level, the individuals enacted what they had learned didactically by imitating what their elders performed. Learning by doing was the method that was most widely used and it had a life-long dimension. Nyerere (1975) once said, “The question of learning by doing is very important. The best way to learn sewing is to sew, the best way to learn farming is to farm, the best way to learn cooking is to cook, and the best way to learn to teach is to teach and so on. We do learn from the experience of doing” (p. 3). Indigenous African education was functional, because the knowledge, skills and values that were imparted were relevant to the socio-economic activities of the individuals. It was activity oriented and was linked to immediate and long-term life activities.

Weaknesses of traditional education. Traditional education was confined to a specific clan or ethnic group, and only focused on those certain aspects that were considered to be of immediate relevance to the group; it did not go beyond clan or tribal boundaries. The elders who

were the teachers did not accept changes or challenges. This traditional education had a specific body of knowledge to be learned which never changed and it concentrated only on the transmission of cultural heritage (i.e., of traditions, values and norms among the members of the tribe from childhood to adulthood and from one generation to the next).

Researchers, including Mushi (2009), noted and concluded that intellectual training occupied a very small place in traditional African education. The greater emphasis was placed on the “concrete” rather than on the “abstract”. Another shortcoming was the fact that learning was linear, where elders who had experience in societal life taught the young people. Informal education prepared individuals to adapt to the conditions which existed in their societies, with no thought of transforming that society. Education today aims at innovation and creativity in order to transform society.

In the traditional education model, women were seen as a source of labor, neither owning the means of production nor being allowed to take part in any decision-making. They were separated from the men and given the skills of home management, midwifery, healthcare, childcare and farming. In most learning situations, knowledge was transmitted individually and in isolation. It did not provide any chance for assimilation or the sharing of new experiences. Finally, traditional education lacked proper methods of storing knowledge and relied on the memories of the elders.

The impact of traditional education. The process of passing along indigenous teachings and inherited knowledge, skills and values of the local community was from the extended family to individual community members and from one generation to the other. According to Nyerere (1968) “... education whether formal or informal has a purpose...” (p. 268). Although traditional African education was integrated into the society, this integration was damaged by a colonial

government that replaced traditional education with an education program modeled on the colonial system with a view to preparing young people to serve the colonial government (Nyerere, 1968, p. 269).

On May 20, 1974, in his speech on “Education and Training and Alternatives in Education in African Countries,” Nyerere emphasized integration, saying that education should be integrated with community life and used as a “catalyst for change” in the community. That is to say, education should not be considered apart from society or in isolation from a specific socio-economic and cultural context. According to Nyerere, true education could not be achieved by abandoning the formal education structure, but by combining the two systems - traditional and modern education - so that the education provided would operate with reference to society. It must be understood that traditional education was in practice not separated from other spheres of community activities. It was part of the whole life of the community and did not take place at a “special time in a day or life” but all day and every day throughout life (Mushi, 2009, p. 44).

Colonial Education. Besides local indigenous education, religious institutions played an important role in providing education in Tanzania. The formal non-indigenous education in Tanzania mainland (at that time Tanganyika) did not begin with the European missionaries or the first colonial powers, but with the Arabs. This educational influence was felt not only in Tanzania but also in other parts of East Africa. According to Mushi (2009), from as early as the 8th century until the present time, Islamic education through Quranic schools have been part of Tanzanian education.

Colonization started in the late 19th century when Tanganyika Territory was occupied by the Germans and was known as German East Africa. Britain came to control Tanganyika after

the World War I. After the union of Tanganyika and Zanzibar to form Tanzania in 1964, education was not one of the sectors administered by the new Union government.

To perpetuate colonial interests, pre-colonial structures were restructured. Education was considered to be only instrumental in promoting the process of colonialism and to prepare the colonial subjects in terms of knowledge and ideology. During the German colonial period, there was a need to ensure that colonial policies were accepted and implemented by the indigenous people. The colonial regime had long-term objectives of education that would make maximum use of Africans who would serve, produce and consequently enrich the German colonial government.

It was an education system that demanded belief in the idea that the colonizers were superior to the colonized. This ideology was instrumental in distorting the realities of the colonized and the world around them. Education played an important role in building this ideology among the colonized. This superiority complex of the white man was necessary in order to allow the rule by a few whites over a large population of black colonized people. Education, therefore, played a vital role “in inculcating the notion of superiority and inferiority among the indigenous peoples” (Mushi, 2009, p. 67). Education was therefore an instrument of legitimizing colonial rule as well as a productive force for realizing its perceived needs. It was used to change the social attitudes and values of indigenous people and at the same time prepare them to provide cheap labor. The objective function of schools was not merely to train a few people who would enable the colonial state to realize its interests, but was also used as a mechanism for bringing up a new generation that would be submissive and ready to accept colonial civilization (Mushi, 2009).

Post-colonial Education and Educational Reforms. Immediately after the country's independence, the founder of the nation, Mwalimu Nyerere, introduced drastic changes in the education system aiming to provide equal opportunity for all Tanzanians regardless of gender, race, or creed (religion). The beginnings of the changes were found in the Educational Act of 1962 that repealed and replaced the 1927 Education Ordinance that was colonial oriented. The Act focused on four main issues that sought to abolish racial discrimination in the schools by:

- Streamlining the curriculum and examinations, as well as the administration and financing of education to provide uniformity.
- Promoting Kiswahili as a national language, with Kiswahili and English becoming the sanctioned language of instruction in the schools.
- Making the local authorities and communities responsible for the construction of primary schools and the main providers of primary education.
- Establishing a Unified Teaching Service for all teachers.

These changes were accelerated by a policy that focused on education for self-reliance whereby the schools were nationalized by the government following the Arusha Declaration in 1967. No primary private schools were allowed.

The philosophy of education for self-reliance insisted on the reform of the curriculum to integrate theory with the acquisition of practical life skills. It insisted on linking educational plans and practices with national socio-economic development and the world of work. After the 1967 Arusha Declaration, the government took steps to enact several laws that would legalize actions taken by the Declaration and the Education for Self-reliance (ESR). These actions included the Education Acts of 1969 and 1978; the Decentralization Program of 1972; the National Examination Council Act No. 21 of 1973; the Universal Primary Education (UPE) and

the Musoma Resolution in 1974; the Institute of Adult Education Act No. 12 of 1975 and the Institute of Education Act No. 13 of 1975 (URT, 1995, p. ii). The introduction of UPE led to massive enrollment and rapid expansion of schools, and most importantly, the abolition of racially based education. Private secondary schools were allowed in the mid 1970's to accommodate the large number of children who finished at the primary school level. Private primary schools were not allowed until early in the 1990's. UPE was compulsory at this time and the primary school fees were abolished. Paraprofessional teachers in secondary schools were recruited to tackle the increased demand for teachers due to this increase in enrollment. According to Vavrus (2005) during this time the contributions from the parents known as "cost sharing" (*mchango wa wazazi*) were reintroduced to help to finance the schools in response to conditions of The World Bank and IMF Structural Adjustment Policies (SAPs) on Africa to reduce government expenditures (p. 180). Vavrus (2005) further asserts that SAPs encouraged the establishment of cost-sharing programs, whereby fees are charged to users of educational and health services (p. 180).

Various changes including the increase in the number of teachers colleges, education policy and educational acts, have taken place in the Tanzanian education system since the gaining of independence. The Ministry of Education, now referred to as the Ministry of Education and Vocational Training (MoEVT), has been transformed to include a vocational training component that was previously under the Ministry of Labor and Youth. Many policies and programs related to education have been developed. For example, as stated above, free and mandatory primary education resulted in a massive increase in enrollment. Also the introduction of the Education Sector Development Program in 1997, which is linked to the Primary Education Development Program (PEDP) of 2001 and Secondary Education Development Program (SEDP)

of 2003, introduced great improvements for education in Tanzania including breaking the national enrollment record for both primary and secondary schools.

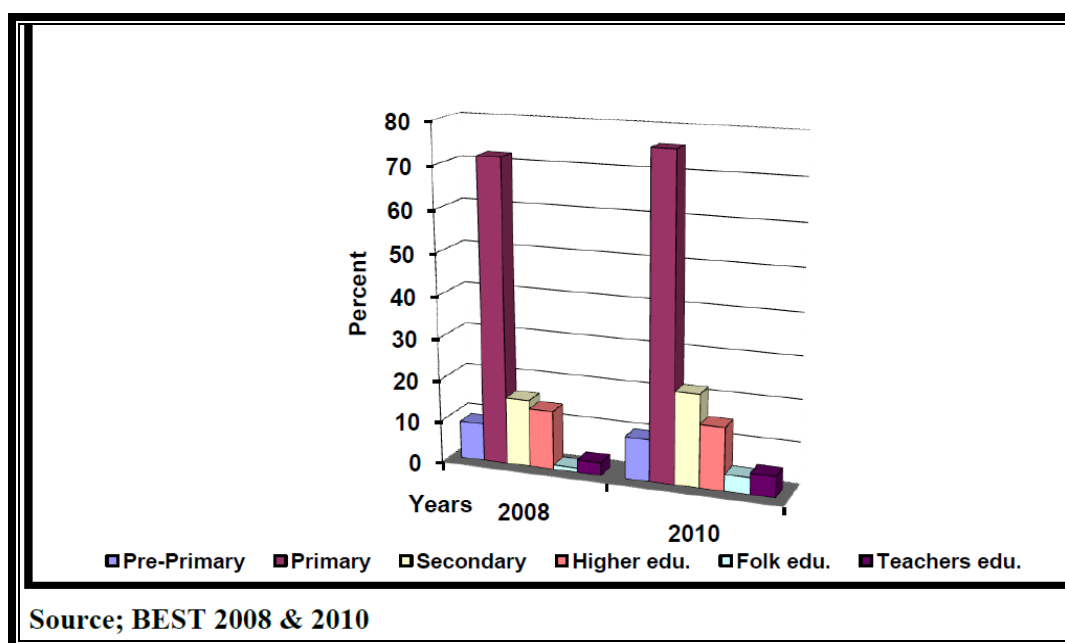


Figure 3: Enrollment Trends at Different Education Levels (2008 & 2010)
(HakiElimu, 2011, p. 7)

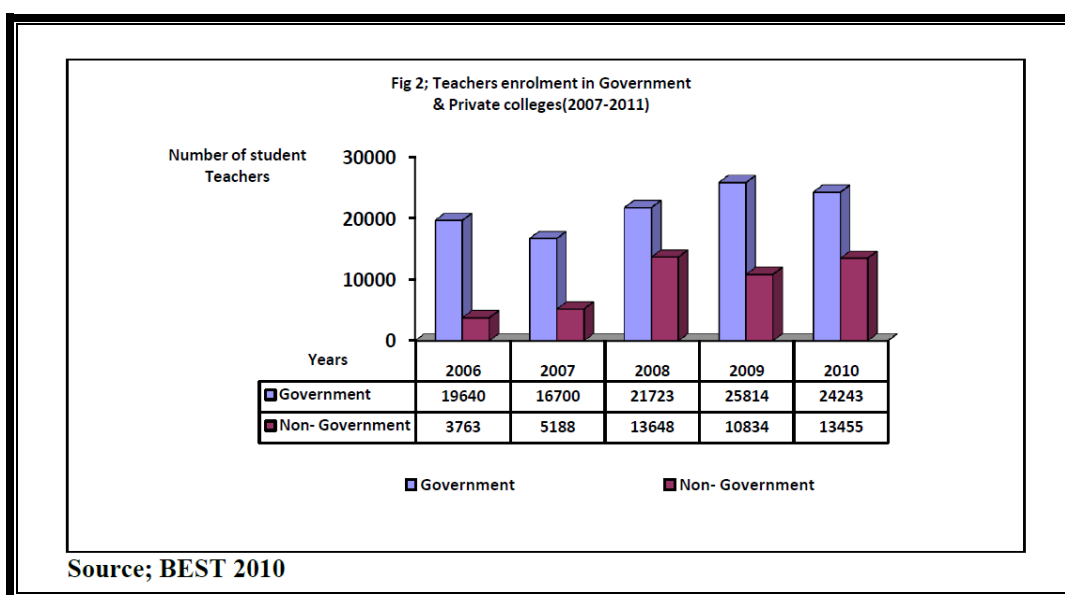


Figure 4: Teachers Enrollment (2007-2011) (HakiElimu, 2011, p. 8)

Structure of the Tanzanian Education System

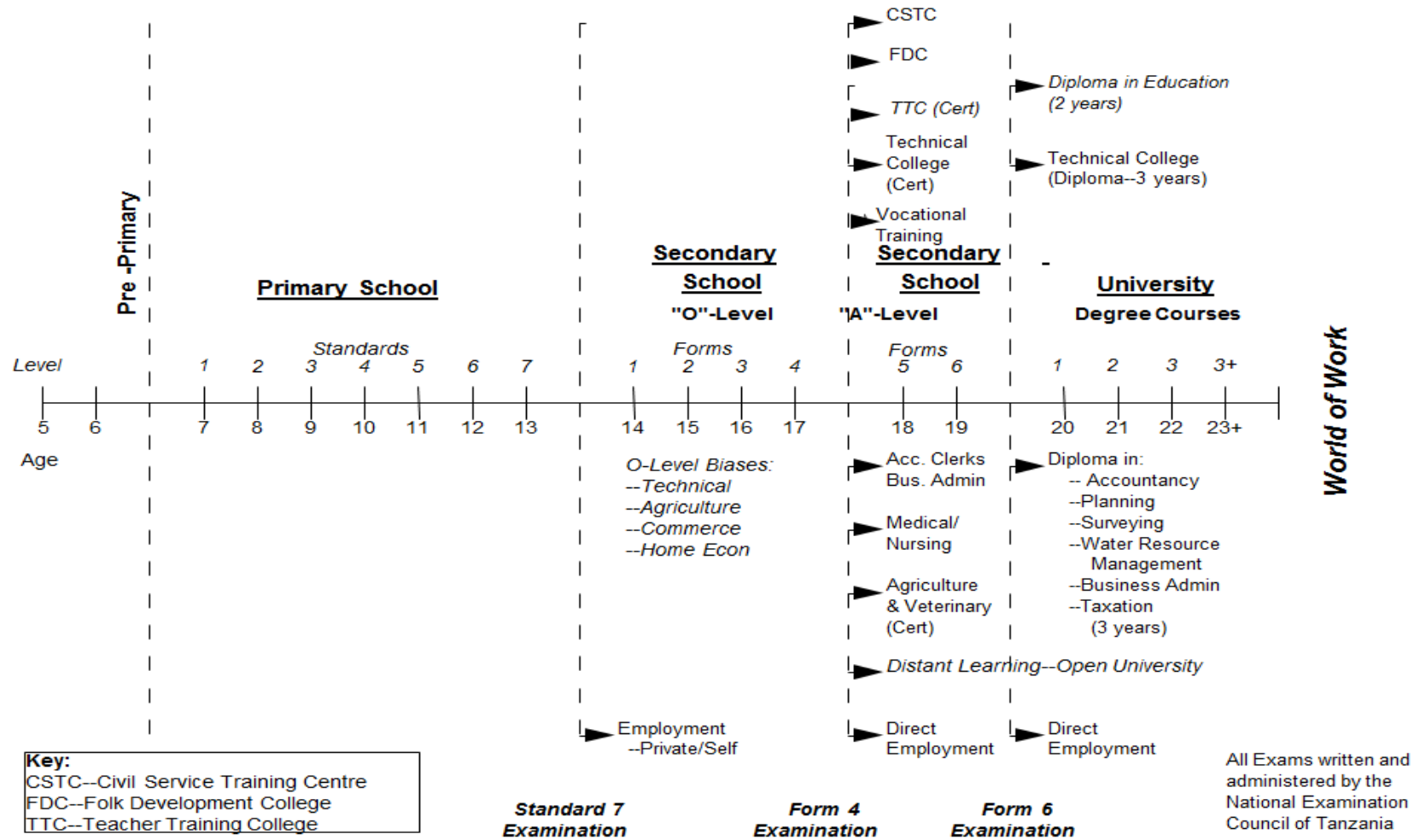


Figure 5: Tanza

Education Structure in Tanzania: *Pre-primary Education.* Pre-primary education is vital in preparing children for primary school. In Tanzania, pre-primary education was provided mainly by private Christian schools until the mid-1990's when it was made compulsory and included in the formal education requirements for every citizen. At this time, the government realized the importance of pre-primary education, noting that "attending a good quality pre-school can lay the foundations for learning and help children make a smooth transition to primary school" (Education for All—Global Monitoring Report, 2012, p. 48). The more time children spend in pre-school, the better their performance in school. In the education policy of 1995, the Ministry of Education recognized pre-primary education as important to the children in their care. These children, from birth to 6 years of age, comprise the members of the nursery day care centers and kindergarten classrooms. For the time being, children from birth to 4 years old will not be a part of the formal education and training system.

The pre-primary cycle lasts for 2 years with no examinations for promotion purposes. In order to broaden the educational experience and to systematize the pre-primary curriculum, the government has been promoting pre-school education for children from 0 -6 years of age. It insists that pre-school education has to ensure the teaching of the nation's cultural values. However, pre-primary school education for children aged 5–6 years has been separated from the rest of pre-primary education and integrated into the formal school system (URT, 1995, p. 13).

The medium of instruction in pre-primary schools is Kiswahili, while English is a compulsory subject. Due to the lack of a clear policy from Tanzania's independent government on the necessity of pre-school education, there have been some negative outcomes. Many pre-primary schools have both trained and untrained teachers on the faculty as equals. Some of these teachers have Grade C, B or A Certificates while a greater number have only three to six months

of training in centers run by non-governmental organizations. Because of this disparity, the government has tried to facilitate proper coursework to develop a competent cadre of teachers for pre-primary schools. Because of high enrollment in the schools, the shortage of teachers has been a headache to the government (URT, 1995, p. 35).

Primary Education. Primary education is universal and compulsory for all school age children in Tanzania, requiring children to start when they are 7 years old in Standard One (Std. I), and eventually progressing to Standard Seven (Std. VII). These seven years of schooling follow after the completion of 2 years at the pre-primary level. The main objective of this primary education is to lay the socio-cultural foundations which ethically and morally characterize the nation. The medium of instruction in the primary schools is Kiswahili while English is a compulsory subject. In Tanzania, the government recognizes that the “Education for All” mandate as endorsed by all countries at the Jomtien Conference in 1990 cannot be efficiently and effectively implemented unless radical measures are taken to regulate compulsory age entry and full attendance. The government has always insisted that primary education is universal and compulsory for all children from age 7 until they complete their cycle of education.

Tanzania has always reinforced the provision of education for all as a basic human right. To ensure expansion in enrollment while maintaining quality, the government liberalized the establishment, ownership and management of primary schools throughout the whole country. The primary schools are the responsibility of the government which establishes the infrastructure of the facilities and purchases necessities such as desks, educational equipment, libraries, and instructional materials useful for the effective delivery and acquisition of a high standard of education. Due to the scarcity of instructional materials, improvisation or local production and supply of instructional materials of the required standards always has been encouraged.

The government has delegated the responsibility for the provision of adequate instructional and approved school materials to the owners of pre-primary and primary schools. The teachers for the primary schools are expected to hold Grade A, B or C certificates. This minimal requirement was a necessity to help to raise the level of primary school education. But raising the level of education can really only be done by requiring and providing academically and professionally qualified teachers.

Secondary Education. Secondary education is available for students who have completed their primary education. Secondary education in Tanzania is comprised of two sequential cycles that begin with the four—year cycle of Ordinary Level (O-level) secondary education followed by a two—year cycle of Advanced Level (A-Level) secondary education. The O-Level begins with Form 1 and ends with Form 4 while the A-Level begins with Form 5 and ends with Form 6. One of the major objectives of secondary education is to provide opportunities for the acquisition of knowledge, skills and understanding in prescribed or selected subject areas in order to prepare the students for vocational institutions and professional training, tertiary and higher education.

The implementation of UPE created an unforeseen social demand for secondary education. Since the need for planning the expansion of secondary education was earlier pegged to the central planned national manpower requirements, the new situation demanded new modalities for the expansion, ownership and management of secondary schools. To meet the challenge of the high demand for secondary schools, the government expanded existing secondary schools as well as built new ones. Also the government encouraged urban, district, town, municipal, city councils and authorities, Non-governmental Organizations (NGOs), communities, individuals and public institutions to establish, own, manage, and administer at least one secondary school in each ward (*kata*) of their jurisdiction.

The great social demand for secondary education resulted in the rapid increase of government and non-government secondary schools in many parts of the country. Many of the schools were established and registered as a result of political pressure or in competition among groups of parents, NGOs or local leaderships at the regional and district level all over the country. To avoid a decline in the rigor and quality of secondary education, the owners and managers of all secondary schools were obliged to ensure that the standard infrastructure, facilities, equipment and institutional materials necessary for effective and optimum teaching and learning were of good quality, available in adequate supply and were regularly maintained.

The increase in the number of secondary schools caused a shortage in the supply of the teachers and hence a great demand for teachers. The education policy document states that “the qualification of the teachers and their ability to perform well in the classroom is the key factor in improving the ability of education” (URT, 1995, p. 41). According to government regulations on staffing in secondary schools, diploma teachers are expected to teach in Forms 1 -2, while graduate teachers are expected to teach in Forms 3-6. The actual situation was not like that in many secondary schools, however, as most of these schools were staffed by untrained and underqualified teachers and individuals who had completed Form 6 but failed to qualify for further education and training. The government has insisted that the minimum qualification for a secondary school teacher in both government and non-government schools be the possession of a valid diploma in education obtained from a recognized institution.

There is a great shortage of teachers, especially in rural secondary schools and in basic subjects namely the science, mathematics, English and geography. The attrition rate for sciences and technical teachers has always been high since many of these teachers have academic qualifications that are in great demand in the private sector and parastatal organizations, where

fringe benefits and remuneration are higher than in the public secondary schools. To address the shortage of qualified teachers, the owners and managers of these schools are obliged to train, and have access to and ensure the availability of, well-trained teachers, to provide conducive and attractive working conditions, and to provide for the further development and improvement of teachers (URT, 1995, p. 42). The owners of private schools are to certify as well the availability of textbooks, reference books and supplementary readers. Since many schools were started without libraries, the owners must insure that libraries are built and those schools with a library need to be stocked with books.

Tertiary Education and Training. Tertiary education and training comprises all of the education after the O-level secondary school leading to certificates, diplomas and degrees.

According to URT (1995) the main aims and goals of this type of education are:

- To provide young men and women with the basic required qualities to access and benefit from opportunities of higher levels of intellectual, professional and managerial skills;
- To prepare middle and high level professional human resources for service in the different sectors of the economy;
- To provide opportunities for intellectual, scientific and technological excellence and high level performance;
- To prepare the students to join the world of work

The following chart illustrates the explosion in the number of schools and students across Tanzania between 2006 and 2012, as well as the soaring demand for the teachers.

NUMBER OF SCHOOLS AND ENROLLMENT OF STUDENTS

	2006	2007	2008	2009	2010	2011	2012
Number of Schools:							
Primary Schools	14,700	15,446	15,673	15,727	15,816	16,001	16,331
Public	14,440	15,122	15,257	15,301	15,265	15,412	15,525
Private	260	324	416	426	551	589	806
Secondary Schools	2,289	3,485	3,798	4,102	4,266	4,367	4,528
Public	1,690	2,806	3,039	3,283	3,397	3,425	3,508
Private	599	679	759	819	869	942	1,020
Higher Learning Institutions:							
Public Full Universities	5	8	8	8	8	8	11
Public University Colleges	4	4	3	4	4	4	3
Private Universities	17	10	11	11	11	11	16
Private University Colleges	19	11	10	10	10	10	19
Teacher Training Colleges:							
Public	32	32	32	34	34	34	34
Private	22	23	34	43	58	75	71
Enrolment:							
Primary Schools							
Standard I							
Public ('000')	1,303	1,365	1,361	1,337	1,333	1,362	1,364
Private	13,399	13,708	19,161	21,448	23,805	26,684	40,578
Standard VII							
Public ('000')	690	809	1,055	1,047	932	1,011	887
Private	7,223	7,742	10,600	12,808	16,013	17,072	22,489
Secondary Schools							
Form I							
Public	243,359	448,448	438,801	524,784	438,827	467,155	522,379
Private	196,391	401	395,830	480,529	382,207	403,873	457,321
Private	46,968	47,437	42,971	44,255	56,620	63,282	65,058
Form IV							
Public	72,380	106,542	131,194	201,416	326,815	333,638	404,585
Private	42,584	70,796	95,214	167,355	279,995	279,117	343,376
Private	29,796	35,746	35,980	34,061	46,820	54,521	61,209
Form V							
Public	27,780	33,088	37,816	43,052	38,334	41,348	40,890
Private	18,211	21,789	25,240	31,201	26,065	30,265	31,206
Private	9,569	11,299	12,576	11,851	12,269	11,083	9,684
Form VI							
Public	17,647	20,335	20,337	21,791	33,680	37,090	40,572
Private	9,691	11,668	11,743	12,695	20,674	25,164	28,859
Private	7,956	8,667	8,594	9,096	13,006	11,926	11,713

Source: Ministry of Education and Vocational Training

Figure 6: Trends in Number of Schools and Students Enrollment, 2006-2012

Vocational Training. Vocational colleges offer courses that lead to certificates.

Candidates with O-level, A-level or vocational training certificates are awarded certificates in respective fields of training in vocational colleges. The 1974 Vocational and Training Act replaced the 1940 Apprenticeships Ordinance Act. The 1974 act repealed and replaced the Apprenticeships Ordinance to make further and better provision for the regulation of the training of apprentices and other persons in industry (URT, 2006). Since then there have been revisions and editions of the Vocational and Training Act to improve vocational training.

The training system was divided into two parts in 1974. The first objective was to ensure an adequate supply of trained human resource personnel at all levels in industry. But findings from 1980 to 1990 revealed that:-

- The centralized Vocational Education Training (VET) management created a stiff and irresponsive system;
- The apprenticeship system based on a four—year cycle was not functioning well because of inadequate funds from the government;
- Practice, knowledge and attitudes were not integrated;
- There were inadequate VET skills to meet the changing demands, and training centers operated in isolation from the industries they were supposed to serve; and
- Curriculum development was not in harmony with the demands of the labor market.

For these reasons, the 1974 act was repealed and replaced by the 1994 VET Act.

The ultimate aim of vocational training is employment. VET programming therefore has to be linked to the job market. In this way the socio-economic relevance of VET would be enhanced.

Management and Administration of Education. A well—established and effective management and administrative machinery systematizes programs for the provision of quality

education in Tanzania. The Ministry of Education and Culture controls and manages all of the education and training programs in Tanzania in collaboration with other ministries, parastatal organizations and some NGO's. According to the Educational Policy of 1995, the government established an advisory council to coordinate and harmonize the provision of education and training in Tanzania. The Ministry of Education is advised by experts who conduct research and use the findings for informed decision making. In its daily undertakings the Ministry monitors and evaluates all educational policies and legislations.

The approved functions and organizational structure of the Ministry of Education and Vocational Training are comprised of the Office for the Commissioner of Education and several divisions and units. These include the Higher Education Division, Technical and Vocation Training Division, Adult Non-Formal Education Division, Teacher Education Division, School Inspectorate Division, Special Needs Education Unit, Diversity Unit, Education by Media Unit, School Registration Unit, Pre-primary and Primary Education Unit, Secondary Education Unit, Policy Planning Division and many more units and divisions. Each unit and division has its own duties and obligations.

For the Secondary Education Unit, the office is responsible for many secondary school education issues. This office has to monitor and evaluate the quality of secondary education, including the teaching and learning process and its outcomes. It has to set the standards for provision, delivery, performance and achievements for secondary education, initiate the development and review of secondary education curriculum, and oversee instructional materials and teaching and learning methods including physical education and ICT. It must also prepare and disseminate guidelines for identifying and nurturing gifted and talented pupils and monitor and evaluate the guidelines' implementation while conducting research on issues pertaining to

secondary education. The office will accordingly prepare and disseminate guidelines for ensuring increased access and equity of participation and monitor and evaluate their implementation.

Dissertation in Practice

Introduction. This dissertation is intended for realistic use, in order to give the candidate a toolbox for action in the field. As such, this dissertation in practice embraces four parts, namely, an Introduction, the Statement of the Problem of Practice, Designs for Action and the Generative Impacts. The ProDEL dissertation structure differs in this way from the normal structure of the traditional dissertation that comprises five chapters; namely, an Introduction to the study, a Review of Related Literature, Research Design and Methodology, Analysis of Data, and Findings, Conclusions and Implications. The change in structure is intended to help the candidate come out with a practical written document which will be used as a working tool in the field.

My dissertation in practice follows the ProDEL structure and intends to raise the understanding of current issues relating to teacher quality and its impact on local and worldwide education, and delineates the elements of teacher quality that will bring about changes in education. No one can deny the contribution of teachers in the field of education. Teachers are like drivers, pilots or captains who know the way and have to carry the passengers (i.e., the students) to their destination. The hiring of poorly trained teachers is a major obstacle to student achievement in secondary schools. Throughout the history of education, there is much evidence to show the importance of the close relationship between teacher performance and student achievement.

The Statement of the Problem. The second part of this work can be considered the central piece (core) of the study. It states the problem of the practice through arguments, reasons

and evidence, examining the impact of the problem on families, the local community, nation and the global community. The researcher acquaints himself with data across the boundaries of school, academy and community. It is from these three sectors that much of the information has been drawn and through them that improvement can take place. How do the schools perceive the problem, and how they are affected by it? The academy asks itself how it has contributed to the existence of the problem and what its contribution will be to alleviate it. The community, in collaboration with experts, through the establishment of communities of practice, can be of great assistance in addressing the problem. Here, different lenses are employed to widen the horizon of the researcher from the economic point of view, the political situation and its contribution, social obstacles or challenges as well as the culture of the community. For instance in Tanzania, the lack of electricity, inadequate infrastructure, low-quality classrooms as well as the lack of teaching and learning resources have contributed to the gravity of the problem, making the teaching/learning process a more complicated task. Yet, it is also important, particularly when the need is so great, to consider the element of social justice in the provision of education in undertaking this work. The doors to education should be open to all regardless of ethnicity, ideology, religion, gender, color and political, economic or social status.

It is undeniable that culture has a major role to play in the activities and daily practices that can be found in the field of education. The global world, with its diverse population, has multiple cultures that influence people's behavior in different ways. This same culture influences the establishment of institutional networks of power with different interests, ideologies and beliefs. There are those who believe that the right to education is for a privileged few individuals who can afford to pay for their children's education. Income differences have caused a gap in

educational standards between the rural and urban areas leading many teachers to prefer being deployed to urban areas rather than rural ones.

To achieve a viable improvement in the schools, the process of systemic and intentional inquiry will be applied. What does the system per se manifest about teacher quality in the secondary schools of Tanzania? Does this contribute in one way or another to the existence of the poor achievement of the Tanzanian children? In this regard, the system must be examined and individuals not blamed. Langley (2009) tells us that it is definitely the system that has problems not the workers. He came to this conclusion following Deming's red bead experiment that demonstrated how many problems in different companies lie not at the level of the individual worker, but at the system level. In Deming's experiment, he used red beads and white beads whereby red beads indicated the result of a bad system while the white beads indicated the good products. The willing workers were not the problem; the system was the problem.

Langley et al (2009) agrees with Deming who, following his red bead experiment, stated that 94 percent of the problems come from the system rather than the worker, yet most efforts at improvement are aimed at the worker. He continued insisting that quality is created at the top, by the management that owns the system. Quality is an outcome of the system together with the workers, not solely because a single individual does not perform well (Disrael, June 24, 1982). From this conclusion I believe that to improve education in Tanzania requires the efforts of networked communities, not a single individual. We cannot blame one individual teacher who does not perform well but rather we must check the whole system and see how it contributes to the ineffectiveness of this teacher and thereby poor student achievement.

Inequalities in society have led to the creation of various groups who are fighting for social justice. The Tanzanian system of education is not immune from the problems of

inequalities. Geographic and socio-cultural differences, as well as the economic gap between the poor and the rich, have contributed to the inequalities of power between the dominant and subordinate groups. Some researchers including the organization HakiElimu (2012) have developed guidelines to eliminate these inequalities and ensure equal educational opportunities for all. According to HakiElimu (2012), the curriculum is poorly implemented because the majority of the teachers do not completely understand the requirements of the current educational guidelines. This ignorance, “of the implementation of curriculum policies and regulations was one of the biggest challenges teachers faced because most implementers had no idea of what the curriculum policies entailed” (HakiElimu, Sept. 2012, p. 15). The policy, even though very well stated, does not overcome the problem of fulfilling what has been regulated. The policy and practical implementations sometimes are too theoretical.

Leadership Agenda for Improvement. The third part of the study addresses the designs for action which will be taken by the educational leader to combat issues of teacher quality in an attempt to raise student achievement. A quality education is needed for the benefit of the children and all citizens in the country. To provide quality education, there must be a thorough assessment of the elements required, especially in teacher-student relations. Improving the teachers’ basic education can alleviate problems and make teachers more effective in providing the required education. The improvement will encourage the continuous insistence on teacher quality, especially in classroom instruction, and further inspire the dedicated volunteerism of retired teachers from neighboring communities.

The improvement of teacher quality and the commensurate raising of the standards of education cannot be done by a single individual or by the government alone. This improvement will need the engagement of non-governmental organizations as well, especially those non-profit

organizations that represent different religious groups. It is this collaboration of stakeholders that will bring forth visible changes in the educational system. The leaders will be in the forefront of the innovations, engaging stakeholders, giving directions and sharing tactics learned from their experience. Leithwood, Louis, Louis, Anderson and Wahlstrom (2004) suggest that leaders must try their best to foster significant learning for children by enhancing the teachers' capacities in basic skills especially literacy skills, subject matter knowledge, pedagogical skills, pedagogical content knowledge, and classroom experience.

To facilitate the improvement of teacher quality, leaders must be more practical and considerate, making sure that the needs of the teachers are met as well as providing motivational incentives. Leaders can work to improve teacher quality by considering the physical, psychological, social, and economic needs that make a teacher emotionally stable. In doing all these things to improve teacher quality, three sources of action will enhance the continuous, gradual improvement of all teachers. These sources revolve around the individual teacher, the particular school and the external policy environment.

The Anticipated Changes in the Leadership Agenda. The fourth part of the study will narrate the generative impacts that convey the lasting improvements that will take place through the designs for actions and the plans taken to address the issue of teacher quality. There are continuous educational effects in teachers as well as in students that will have the ability to develop, produce or create long-lasting teacher quality and student achievement. These generative impacts will be found in the continuous evaluation of teacher performance as well as student achievement. The national standardized tests taken by the students can be used as a tool of evaluation for the teachers.

This study endeavors to recommend changes in the daily practice of educational leadership. The impact of these changes would be seen directly in the actions of the educational leaders and their ability to join together to augment a meaningful teaching and learning policy for the nation. Such changes in educational leadership practices include the need for educational leaders to establish a network of improvement communities. For successful schools, issues revolving around the moral, ethical and political vision of social justice are to be strongly supported to ensure discipline and equal access to education for all regardless of color, gender, ethnic, religious, class or economic status. This strong discipline will help to create an undisturbed environment that will allow the student the peace of mind to study. Hopefully many students from these schools will thereby achieve success on the national examination, and thereafter succeed in life. In light of social justice observations, the researcher will develop this study to serve educational leaders and the marginalized while providing a strong platform for the goals of educational improvement.

CHAPTER 2: Leadership and Teaching Challenges in Secondary Schools:

Introduction

Robinson (2013) declared that, “There is no system in the world or any school in the country that is better than its teachers. Teachers are the lifeblood of the success of schools.” (TED Talks). Guided by the truth that teachers are at the heart of students’ and schools’ successes, the leaders of the Catholic Diocese of Moshi started Mwenge University College to prepare teachers for the Diocesan schools, though the preparation is not limited to its schools only. The aim was to have high-quality teachers who, through student-centered teaching methods, could improve students’ academic performance. My training at Mwenge helped me to better help my students at the Catholic school where I taught for five years. When I joined the school, the numbers of students taking science subjects were 14 of 45 and 17 of 44 in Forms 3 and 4, respectively. I taught physics to Form One through Form Four and math to Form One and Form Two. After two years of teaching, many students were influenced and opted for sciences, in Form Four I had 38 of 42 and in Form Three I had 43 of 43 taking science. They learned through daily experiences from a confident, knowledgeable teacher who engaged all students. Their interest stemmed from my efforts to connect science to everyday contexts that served to guide students to enrich and integrate schooling and life experiences, and to develop meaningful, long-lasting understanding (Jonassen & Land, 2012). In the national tests, many scored grades A, B and C, which are credits; no D’s, which is just a “pass,” or F’s, which is failure.

The main goal of Mwenge University is to prepare teachers who are well-skilled in using student-centered methods versus teacher-centered methods that have prevailed in the country. It aims to prepare teachers who will face all the challenges created by school reforms and by the changes that society continuously requires (Thomas, 2004, p. 164). The challenges include but

are not limited to the shortage of teachers in general, and specifically, the shortage of qualified teachers; an increase in the number of schools and increase in enrollment; a poor environment, a lack of resources, and the need for support and administrative personnel. Teachers from Mwenge are expected to have engaging personalities, work with parents and encourage pupils of all types (Thomas, 2004) in enhancing their educational achievement.

Following Robinson's belief and from my experience as a teacher, I am ready to work on this critical issue of teacher performance and student achievement because I believe that teacher quality is critical in determining the success of students, schools and for the overall quality of education in any country. In any good classroom instructions, "the aspects of teacher quality matter" (Darling-Hammond, 2010, p. 43).

For many successful nations, education has been the chief determining factor of social, political and economic development. In my childhood, I admired people who studied abroad at Oxford, Cambridge and Stanford Universities as their education was highly valued. These people were highly respected and honored by virtue of attending educational institutions in highly developed countries, with the hope that they would bring changes back to their nation. They were perceived as a treasure of the society, hence fulfilling the philosophy that education is the only hope for poor people and the future of their society, and education "should prepare young people to live in and to serve the society, and to transmit the knowledge, skills, and the values and attitudes of the society" (Nyerere, 1968, p. 269). Failure to educate children is a loss to the nation and its cultural values, as well as to its socio-economic development. The leaders should be accountable for contributing to the failure as Nyerere (1968) foresaw and cautioned that "whenever education fails in any of these fields, then the society falters in its progress, or there is

social unrest as people find that their education has prepared them for a future which is not open to them” (p. 269).

To ensure quality education there must be a strong commitment on the part of both leaders and parents, as well as teachers, in building and developing strong schools. Experts have observed that in Tanzania “basic education ... has become a low-quality, low-enrollment institution, with parents seriously questioning the value of sending their children to school” (Linda & McNab, 2000, p. 428). Something must be done to alleviate this challenge threatening the education system and the future of Tanzania. There must be a commitment toward working strategies among education stakeholders for the good and betterment of schools and communities and “arranging personnel into teams has also been identified as an important factor linked to the process of improving schools” (DuFour & Eaker, 1998, p. 119). To improve the quality of education in secondary schools, clear improvement is needed from teachers, who are the key role players.

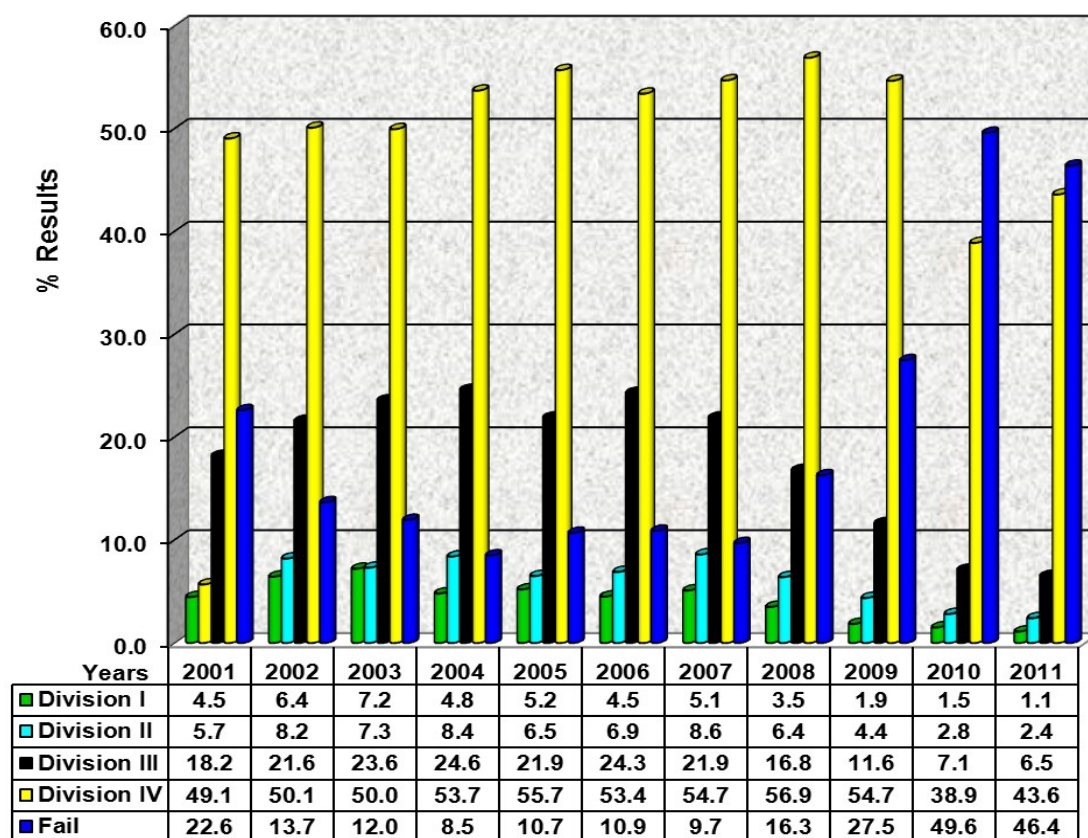
It can be argued that the standard of education in Tanzania has been lowered because many teachers are lacking in some basic teacher qualities, thus making the process of teaching and learning less effective. “It is [a] generally held view that the push for UPE (Universal Primary Education) was the major cause of the deterioration in quality at all levels of education in Tanzania. ‘UPE’, pronounced ‘*oopay*’, became a colloquial term associated with poor quality education rather than universalism” (Woods, 2009, p. 429). The problem occasioned “jokes that the letters ‘UPE’ stands for *Ualimu Pasipo Elimu* (teaching without education)” (Ibid). This prompted me to think and work toward cultivating a culture of success in the Catholic O-level secondary schools in Tanzania by seeking to enhance the level of commitment from both qualified teachers and heads of schools, namely Headmasters and Headmistresses.

Teaching Ineffectiveness in the Schools

The Use of Underprepared “Crash Program Teachers”. Currently in Tanzania, there is a belief that the standard of education has declined. In February 2011, Tanzania’s *Guardian Reporter* described the 2010 Form IV exam results as a “national disaster,” blaming the students as typical suspects for far-reaching failure in both urban and rural districts on the Tanzanian mainland and in Zanzibar. As Figure 7 shows, there has been an increase in the percentage of failures in the national Form IV examinations over the past four years. The year 2012 is not included but according to the results delivered by the National Examination Council of Tanzania, 60% of children failed flat by scoring Division zero. Some teachers and parents say that the students of this generation are hopeless, they know nothing, and they are problematic, they are not like those of earlier times since they do not understand what they are taught and their teachers are just wasting a lot of time dealing with them. I believe, however, that the issue is not to blame the students but to determine the causes of poor performance and to determine how to raise the standard of education in the schools of my country.

Several factors may be involved in the decline of education and subsequent poor achievement in secondary schools, but the main factor can be tied to teacher/student relationships. It may be true that students have a problem in understanding but the question still arises: is it the problem of the student or of the teacher? I think instead of blaming the student it is more productive to look on the side of the teachers. Are teachers qualified? Are teachers committed to their work? Normally if there is a fire somewhere people tend to look at the smoke instead of the fire underneath, thus, implying cause and effect. This is what is happening in the Tanzanian educational system; we tend to blame the children of this generation instead of looking at teacher quality. It must be kept in mind that the success of a student does not rely on

one factor alone but “depends on ‘hard work, and the teacher’s ability to deliver lessons and the good grooming of the parents’, as emphasized by the best student in the 2009 National IV candidate of St. Marian Secondary School” (Guardian, Feb. 15, 2011).



BEST National data 2012

Figure 7: Summary of Form IV Examination (CSEE) Results in Government and Non-Government Secondary Schools, 2001 – 2011

Lack of Skills and Methodologies Required for Teachers. Underprepared or poorly trained teachers do not have the necessary skills and methodologies to teach their students. This, accompanied by other factors, has led to our low standard of education because these “teachers get little training in areas such as child development and learning; how to construct curriculum and develop assessments; how to teach reading, mathematics, or other subjects; how to manage a classroom productively; and how to teach special education students” (Darling-Hammond, 2010, p. 45). They face difficulties and challenges in teaching because they “generally enter the field of

teaching without studying under the wing of a successful veteran teacher” (p. 45). Linda & McNab (2000) observed that “despite a large number of agency-funded projects, some national and some district-based, the schools have low-quality infrastructure, serious shortages of furniture and educational materials, many under-qualified teachers, and salaries which encourage teachers to pursue second jobs, including private tuition, at the expense of their classroom work” (p. 428).

Shortages of Teachers, Variation of Success in Some Schools and Mass Failure in Others. The shortage of secondary school teachers is so extensive that many community secondary schools have fewer than 10 teachers for as many as 200 to 500 enrolled students. Wedgwood (2007) reported that there are more problems in the rural areas. Following a close observation of one of the rural schools, there was a school built to accommodate two streams at entry level accepting up to 80 Form I students, with well—furnished rooms, well-equipped laboratories, piped water and a good supply of text books, but without a qualified mathematics teacher and with only one science teacher. It is often difficult to estimate the real student-teacher ratio since, in many schools, people teach part—time and others conduct extra class sessions outside the school to help students whose schools have a small number of teachers.

According to the basic educational statistics of Tanzania in 2012 in the secondary schools, the teacher/student ratio is still high (Figure 8). To address the problem of the shortage of teachers in secondary schools, “the government made a decision to employ Form VI leavers (“A” Level) for the 2006/2007 financial year, those who normally have very weak academic qualifications, giving them less than a month training and posted to teach in rural areas”(Oluoch, 2006, p. 8).

ITEM	2008			2009			2010			2011			2012		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Teaching Staff															
Total	23122	9713	32835	22972	10982	33954	27821	12696	40517	36357	15789	52146	44524	20562	65086
Government	16790	8181	24971	17240	9192	26432	19666	10586	30252	26635	13299	39934	33643	17826	51469
Non-Government	6332	1532	7864	5732	1790	7522	8155	2110	10265	9722	2490	12212	10881	2736	13617
Qualified Teachers															
Total	13871	6692	20563	14754	7977	22731	19018	9862	28880	25272	12147	37419	33566	17106	50672
Government	10321	5851	16172	11322	7080	18402	14113	8513	22626	19500	10615	30115	26644	15232	41876
Non-Government	3550	841	4391	3432	897	4329	4905	1349	6254	5772	1532	7304	6922	1874	8796
Number of Schools															
Total			3798			4102			4266			4367			4528
Government			3039			3283			3397			3425			3508
Non-Government			759			819			869			942			1020
Number of Streams															
Total			31207			31207			39534			10734			46381
Government			27213			27213			33625			5367			39297
Non-Government			5367			3994			5909			5367			7084
Pupil Teacher Ratio															
Total			1:37			1:43			1:40			1:34			1:29
Government			1:41			1:49			1:46			1:38			1:31
Non-Government			1:24			1:23			1:23			1:22			1:21

Source: BEST National Data 2012

Fig 8: Teaching Staff, Number of Schools, Streams and Student/Teacher Ratio in Government and Non-Government Secondary Schools

It has to be clearly acknowledged that many poor parents live in the rural areas. Since they cannot afford to send their children to the privately owned secondary schools, they are forced to send them to these public community-owned secondary schools. The increase in non-qualified teachers in community—owned secondary schools has resulted in more mass failure of students in O-Level national examinations.

These continuous mass failures on the national examination occur year after year (see Figure 2). The number of failures in the Certificate of Secondary Education has been increasing, and many children from poor families fail to continue with higher studies due to poor performance on exams. These failures are often caused by a lack of highly qualified teachers and resources. When these children complete their education, their job prospects are not good. Many well-off people send their children to neighboring countries like Kenya and Uganda, others to Western and Eastern countries for their education. The statistics (Figure 9) show that mass failure happens more in the rural areas than urban areas. “The negative effects of an ineffective teacher persist into future years, lowering children’s academic achievement, and two or three such teachers in a row create a substantial deficit”(Darling-Hammond, 2010, p. 49).

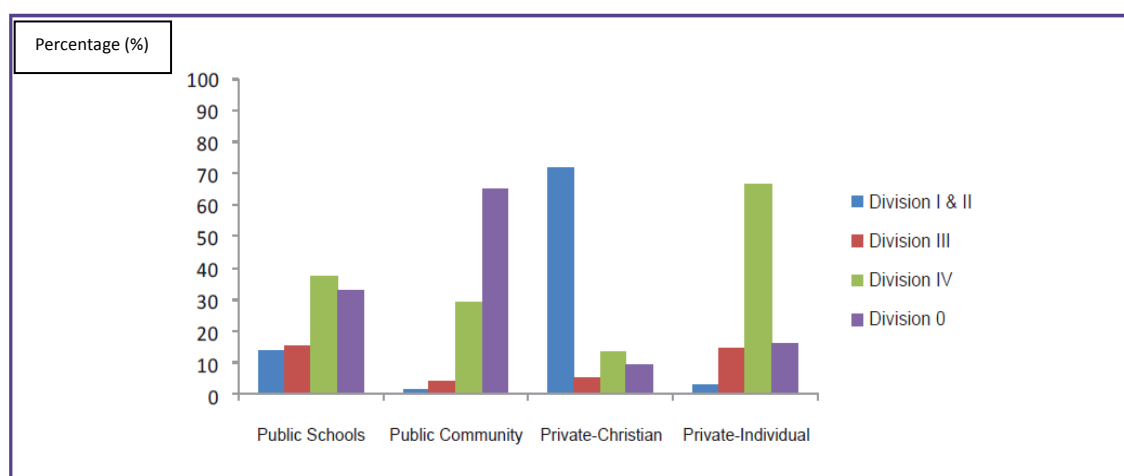


Figure 9: Variation in Students’ academic performance by school ownership

(HakiElimu, 2011, p. 8)

Mass failure is more common in public community schools, although it is also present in some few privately owned schools (Figure 9). On the other hand, religious schools such as seminaries and other private schools far excel in academic subjects. They succeed because of quality teachers who are employed in these religious schools (Mlozi, Kago & Nyamba, 2013). It is an undeniable truth that “the students who receive three ineffective teachers in a row may achieve at levels that are as much as 50 percentile points lower than students who receive three highly effective teachers in a row—a differential large enough to distinguish students who may struggle to graduate from high school from those who go on to a competitive college or university” (Darling-Hammond, 2010, p. 49).

Wedgwood (2007) noticed that the secret of success in these seminaries and some private schools is based on such key factors such as qualified and committed teachers, good leadership, discipline and the improvisation of teaching and learning resources. On the other hand, the failure of a majority of other schools has been explained as being caused by the problems of teacher/student ratio, teacher quality and “lack of teacher’s voice and participation” (Tao, 2013, p. 3) in the curriculum planning process. The problem for teachers (leading to the mass failure of the system) can be attributed to the structural organization of an educational system that is completely centralized as Galabawa (1990) notes, saying “to develop curricula and examinations which will make teachers teach and parents think according to the ideas of ‘complete education’ is actually the main problem (p 18). For instance, secondary education is aimed at preparing a student for tertiary education and self-employment but the number of students advancing is very small due to teacher quality challenges that lead to poor performance in secondary schools. Due to the problems experienced in the schools, this goal has not been attained and the general objectives of education have not been fulfilled.

Inequality in the Provision of Secondary Education

Unequal Access to Schools. There is a fundamental inequality in the provision of secondary school education across the school systems in Tanzania. There are so-called high-profile schools and low-profile schools, for both public and private schools. This inequality has been seen in the grouping of schools according to their performance on the national examinations. A given school's performance is determined by the ability of the school to hire and retain highly qualified and experienced teachers. Most of the schools in urban and other favored areas have been doing very well, while the majority of schools in rural areas have been performing very poorly. This is an injustice to the children and parents in rural areas since many Tanzanians are small-scale farmers (peasants) living in these underachieving rural areas.

To ensure equity and impartiality for all Tanzanian children in terms of both the enrollment of children in schools and the deployment of teachers and professional teaching credentials, due attention has to be given to balance the educational standards between the rural and the urban and the rich and the poor. There is a need to recruit academically sound teacher trainee candidates, who will then undergo intensive training. Their professional development needs to be very focused as "rigorous research indicates that verbal ability and content knowledge are the most important attributes of highly qualified teachers" (Darling-Hammond, 2006, p. 28). These teachers then need to be deployed evenly into all schools throughout the different regions of the country.

The value of committed and qualified teachers can be seen in some private schools and seminaries. Those selected to teach are those with the highest grades in the high schools and colleges. This selection of specific teachers has shown great outcomes in the results of the year-to-year national examinations. Worldwide evidence shows that countries that value quality

education have worked successfully to raise the standard of teachers and offer equal chances of education to all children. For instance evidence from Finland reveals that raising the standard of education through the improvement of teachers' qualifications and positive recognition of the teaching profession is essential. This came "when the reformers required that every teacher earn a fifth-year master's degree in theory and practice at one of eight state universities—at state expense. From then on, the teachers were effectively granted equal status with doctors and lawyers" (Hancock, 2011, p. 8).

In light of this evidence, I believe that by giving the teaching profession an equal status to lawyers and doctors in Tanzania, many applicants will begin flooding teaching programs, not only because the salaries are so high but also because autonomy and respect make the teaching profession attractive (Hancock, 2011). This recognition should go hand-in-hand with motivation, adequate and on-time payment of teachers, as well as a provision for housing like that received by other professionals. The success of some schools such as seminaries and other private schools is evidence that public recognition and precise selection of qualified teachers reinforced by cooperation among the teachers, heads of schools and the community can help to raise the standard of education. Teachers should be working together and assisting each other in clusters as well as working with parents in helping children. One student in Marian Secondary School who performed well on the national examination pronounced that "success in any subject depends on hard work, teachers' ability to deliver lessons and good grooming of the parents" (Reporter, 2011, p. 1).

Unequal Schools Environment and Resources but Equal Assessment. In Tanzania, the movement to develop and improve the quality of education at the secondary school level started immediately after the country achieved independence in 1961. At that time Tanzania had

41 secondary schools that were meant to prepare the elite to work in different social, economic and political sectors. The number of secondary schools began to increase after independence aiming to educate all those people needed to fill the positions left by the colonial masters as well as to begin to develop the country's economy (Jidamva, 2012). Since there was a great demand for skilled people, the number of schools, students and teachers increased to meet this demand. The figures below show the rapid increase of the schools, students and teachers (Figures 2, 5).

For the past few years, especially from 2005 to the present time, the number of students and schools has increased rapidly. This is part of the Primary and Secondary Education Development Plans to reach the millennium development goals backed by the World Bank and other humanitarian organizations that support the education of the children of Africa (Wedgewood, 2007). As part of this rapid increase, many schools were newly constructed community-built government day schools. The community's high morale in the construction of the schools in collaboration with the government showed the growth of social demand and awareness for secondary school education. Plans for the construction of schools varied with the level of awareness and poverty among societies. The quality of the structures constructed also differed. Perceptions of the quality of education varied among people from different backgrounds and from different types of schools. The variations have separated public secondary schools in Tanzania into three different groups, namely 'special', 'ordinary' and 'community' schools.

'Special schools' are those considered academically competitive, drawing high achieving students from all over the country. These schools have high academic expectations, a strong sense of purpose, regular professional development among teachers and ample teaching resources (Gidamva, 2012). In Tanzania these schools are very few and are mainly boarding

schools that are highly resourced with regard to teachers and teaching and learning materials. 'Ordinary schools' include the normal boarding schools and are relatively less competitive compared to 'special schools'. The number of these schools in the country is relatively high compared to the 'special schools'. These schools recruit students from all over the country. The third group of 'community' day schools were established, run and managed by local educational authorities. The goal of these schools is to serve the needs of the people in their geographic locality. They were intended to serve as an alternative that would improve access to secondary schools in Tanzania for those people who could not afford the costs of special and ordinary schools (Wedgewood, 2007).

Among these three groups, the community schools are the most challenged because they lack many important amenities such as laboratories, teachers, teaching and learning materials and an infrastructure that provides good conditions for effective teaching and learning. The declining quality of secondary school education in Tanzania has been associated mostly with the introduction and existence of community schools. The output from community schools is increasingly poor and is negatively affecting the quality of O-level secondary education in Tanzania.

To accommodate the number of children in need of secondary school enrollment, the country opened the door for the private sector to provide education first at the secondary school level and later at other levels, from kindergarten to University. Compared to the public schools in all three categories, challenges in private schools are relatively few, making many of them competitive with government special schools in terms of the academic excellence of students. With help from donors, the private schools have a relatively better collection of teaching and learning resources and can attract more qualified teachers. They charge large tuition fees from

parents. The fees are uncontrolled as government policy does not make clear statements about what can be charged. Many children from economically poor families cannot access these private schools due to family economic challenges. However some children from these poor families who get access to these schools struggle for the school fees and many drop out (Wedgewood, 2007).

According to Hakielimu (2007), there is no clearly stated policy on private school financing since the existing fee policy applies only to government schools. This leaves the private schools with the autonomy to decide on how much they will charge. To minimize the disparities among these schools, a policy that controls the amount of school fees to be charged in secondary schools has to be clearly stated to standardize and establish well-defined fee structures to help children from low-income and economically poor families in both urban and rural areas afford these schools.

The Growing Gap between the Rich and the Poor. Those with power have built private secondary schools or colleges. The fees to attend these schools are very high, and those who afford these schools are children whose parents or guardians are well-off economically, socially or politically. The children of the poor attend community schools which have very few teachers, the majority of whom have no experience in teaching. The regions that were first to receive education and other social services are continuing to advance while other regions remain behind.

The inequity of education between the children of the poor and the rich is clear. Some children have access to school from the age of three to the college level while others have access to school only at the age of seven. These students rarely make it to college. In the schools of the poor, the children are not assured of having a teacher in their classrooms, and often times they do

not even get a lunch at school or home. They are asked to pay school fees and also buy uniforms that many parents cannot afford. These students are competing on the national tests, and their scores are compiled with those students who live in the urban areas and have good teachers and good school environments.

Despite the difficulties teachers in villages suffer, such as a lack of teaching resources and some basic needs, they also receive a delayed salary that is very low compared to the cost of living. These teachers are assigned to schools where they teach for some months without receiving any salary. The delay can last up to six months. Thanks are due to the teachers union that is arguing for “on time payments” for teachers, especially for those in rural areas. These teachers suffer most since they have to travel to the city to receive their salary deposited into their bank accounts. This problem of low payment causes the teaching profession to lose its status and thus be less attractive. While working with the problems of education in South American countries, Vegas (2005) learned that “changes in teacher incentive structures can affect who chooses to enter and remain in the teaching profession, as well as those teachers’ daily work in the classroom” (p. 3). In the case of Tanzania, I believe that in order to bring equality between teaching and other professions, government leaders and “education policymakers can improve the quality of teaching and learning by designing effective incentives that will attract, retain, and motivate highly qualified teachers” (Vegas, 2005, p. 4).

Because globally there are such big differences between the rich and the poor, it is only through education that the poor can free themselves from the state of poverty and gain a higher and better standard of living. It is inequality, not poverty that leads to despair and desperation. “Although the chances of a child from a poor rural family getting into a boarding school are currently very slim, for many families, boarding schools remain the only truly viable option for

quality secondary education; few rural communities are served by day schools” (Wedgewood, 2006, p. 6). How can anyone maintain hope in the face of the daily, obvious, systematic and unjustifiable differences in the school system in general?

Lack of Teacher Motivation. Davidson (2007) believes that the teacher in the classroom is the main instrument for bringing about qualitative improvement within the teaching and learning process. Such quality is maximized where there is an enabling and supportive environment, where learners participate actively in the process, and where students, teachers and schools have opportunities for personal and institutional growth.

The discourse on educational reforms has looked into the cultural politics of pedagogical change in secondary schools. There have been many meetings in varied educational sectors. Success has not been achieved, since hand-in-hand with pedagogical challenges there is the additional crucial challenge of teacher motivation. Davidson (2007) states that, “focusing on teacher motivation, however, cannot be allowed to detract from the importance of ensuring that quality of teacher education and the overall education system are improved” (p. 165). Improving teachers’ working and living conditions is critical for improving the quality of teaching and learning in secondary schools.

Currently many teachers are not happy with their salaries, housing plans, benefits, workload and status within their communities. The poor working and living conditions have demoralized many teachers. It is difficult to carry on their role of teaching and non-teaching (extra-curricular) in an acceptable manner. Following the challenges raised with regard to motivation, it is obvious that efforts can be made to ensure that teachers are well-educated, highly trained professionals who are gender-sensitive, advocating child-friendly approaches, and who are able to work with large and small classes (Davidson, 2007). But without the motivation,

none of the actions will ensure that the teachers perform their duties well enough to eventually lead to student and school success.

Socio-economic Factors Affecting Teaching and Learning Qualities. The problem of teacher quality touches the different spheres of life of all Tanzanians as well as other countries. Vegas (2005) states that “the debate on teacher quality aside, Latin America and many other parts of the world face a serious problem in education and teaching quality” (p. 28). In order to understand this problem properly, one has to view it from all perspectives within society since “the larger political, social, and economic contexts within countries have profound implications for education systems and their reform” (Vegas, 2005, p. 47).

Success in education depends on the quality of teachers and their ability to teach students by interacting with them respectfully and equally. Hyslop-Margison (2005) listed six key pedagogical principles that are designed to define the complexity of social justice issues in the field of education. Teaching for educational justice is a **moral act** founded on ethics as well as an **act of inquiry and reflection**. It provides learning that is **developmental** and **acquisition** of the subject matter and content knowledge in this context is significant. As a matter of social justice, teaching is a **collegial act** and it requires collaboration; in this, it becomes also a **political act**. In Tanzania there are many other factors to be considered from different perspectives of life that have affected teachers and the learning environment and thus are making teaching and learning less effective. Some of these factors are the lack of electricity, lack of classrooms and laboratories, poor environment, language problems and lack of incentives for teachers.

Lack of Electricity. Teachers as well as students in rural areas struggle with the problem of how to prepare their lessons and do their homework and assignments. The teachers teach during the day and perform other administrative duties; during the night, they prepare their

lessons. There is no electricity in the rural areas and this critically limits the effectiveness of the teachers and the time they have to spend on preparation for their classes. In addition, students cannot do their assignments since they do not have access to electricity or a lighted place in which to continue their schoolwork. This contributes largely to the mass failure of these students in the “O” level examinations. Furthermore, the poverty increases since the children who are very much the hope of their family cannot advance in their education.

Lack of Classrooms, Laboratories and Libraries. The majority of rural schools do not have enough classrooms, libraries and laboratories compared to most of the schools in urban areas. The children in rural areas attend school in classrooms with no windows, and they do not have any experience of what a laboratory looks like. They learn everything in theory. In addition to the shortage of classrooms and laboratories, they do not have libraries. When first opening many communities’ schools lack adequate facilities for teaching and learning. It is a shame that some schools open and sometimes close because of a lack of basic facilities like standard toilets.

Poor Environment. The school environment is very poor in the rural areas. Most of the rural areas suffer from a shortage of water and other social services. For instance, the shortage of water causes hardships for teachers and students as well as increasing the expenses of the school. Students spend a great deal of their time looking for water from rivers or other sources that are far from their schools. Water harvesting has been a problem since there are no funds to construct viable water harvesting systems.

Language Problems. In Tanzania the national language is ‘Kiswahili’, which is spoken throughout the country despite the tribal diversities. There are more than 126 diverse ethnic groups, each with its own ethnic language. The official medium of instruction in primary schools is Kiswahili, and English is taught as a subject. In secondary schools and colleges, the medium

of instruction is English. Due to poor English instruction in primary schools, the children do not know English very well and their teachers are forced to use Kiswahili. Because many of the available teachers are not well-versed in English, their students are at disadvantage compared to students who studied in the so-called academies or English Medium schools. “When considering quality of secondary education in Tanzania, the issue of the medium of instruction cannot be ignored....the data from numerous studies imply that the level of English of both teachers and students is a severe limitation on the quality of learning in secondary schools” (Wedgwood, 2006, p. 8). All of the books used are written in English and all of the examinations are conducted in English. This contributes to the poor performance of not only the children but also the teachers, who hardly understand what they teach their students because they are not able to express themselves fluently in English.

Historical Causes of Teacher Quality Challenges. The growth in the number of secondary schools and the high enrollment of children in secondary schools steered the high demand for teachers in secondary schools. The government tried its best to solve this problem but in fact instead of solving it, doubled the crisis. The preparation of teachers through “crash programs” was one such approach serving “as a refuge or panacea to teacher shortage in both primary and secondary schools” (Anangisye, 2010, p. 914). As mentioned in the introduction, the foundations underlying the process of teacher training originated largely in Christianity whose aim was to preserve and perpetuate Western culture in Tanzania. Teachers were given training oriented toward foreign cultural values. Following Tanzanian independence, despite the inconsistencies of the teacher training process, the efforts of training teachers were based on giving teachers the ability to improve their students’ skills to promote and fit into Tanzanian multicultural valued society. The promotion of multicultural values has helped the country to

remain united and peaceful. This training was based on a response to the late Mwalimu Julius Nyerere who addressed teachers, saying:

It is our teachers who have the power to determine whether Tanzania will succeed in modernizing the economy without losing the attitudes which allowed every human being to maintain his self-respect, and earn the respect of his fellows while working in harmony with them. It is they, the teachers now at work and now going through Training College, who are shaping what Tanzania will become, much more than we who pass laws, make rules, and make speeches! (1968, p. 228).

There is an ongoing problem with the budget of the Ministry of Education and Culture that has affected the educational sector, especially in teacher training facilities. Teaching colleges have suffered from low funding due to political factors and economic crisis. This has led to major implications for quality teacher training both at the college and university level. Some of the components of the curriculum for teacher training are invariably skipped due to economic challenges. The Block Teaching Practice, which is one of the crucial components in teacher training, has been constrained due to lack of ample financial resources. Using crash programs has had adverse consequences for the quality of teachers that are prepared and produced in the colleges, since the shortage of time denies teacher trainees the opportunity to internalize academic and pedagogical aspects of the curriculum. As a result teachers-in-training can hardly gain a satisfactory level of knowledge about subject matter and do not have access to resources to help their children, as they have not had the full opportunity to utilize the local resources around them (Anangisye, 2010).

Cultural Factors on Teaching Challenges. The system challenges at the O-level secondary level have an especially serious impact on girls. They are often the victims of these

cultural beliefs and settings. The majority of girls who do not perform well and who do not qualify for higher education end up in forced marriages. They are not allowed to continue with their educations. Many others look for some kind of opportunity for self-employment, and those who fail often resort to prostitution. This choice marks the end of their hopes for a future and a good life. Many women who support themselves through prostitution end up contracting HIV and AIDS.

People in remote areas continue to remain poor and the majority of their children do not get the opportunity to continue on to higher education. This has brought about the persistence of alcoholism and poor health throughout these remote areas. Because of poverty in rural areas, many teachers do not want to work there. There is no reliable transportation, and most means of communication are not dependable. This causes many teachers to restrict their job searches to urban areas and those other areas that have good social services. The decision for most teachers to seek work in urban environments has caused education standards to be higher in these areas, while rural schools continue to have lower standards and poor performances. There is also a greater concentration of schools in some regions of the country, while others have only very few and scattered schools.

Due to the fact that many children in some areas do not have any access to public schools, non-profit organizations and parents working in collaboration have built some schools in these regions. These are known as private schools, and the ones owned by religious organizations to serve religious purposes are called seminaries. As stated earlier, these schools have always done very well on the national examinations both at the “O” level and “A” level. Their success is due to the fact that they have qualified teachers who are committed and are almost like volunteers, as they are given very little allowance. They are not paid a salary since it

is part of their service as religious men and women. Many schools owned by non-profit organizations are comparable with the seminaries on the national examinations.

There is a need for the government to support the efforts of non-profit organizations whose help is clearly needed in the educational sector. Many schools are increasing their fees due to a rise in operating costs as the cost of living changes due to economic influences. Many children from poor families are left at home because their parents cannot afford these school fees. Some are lucky and are assisted by various non-governmental organizations. The government should subsidize the operating costs of these non-profit organizations' schools by paying a salary to the teachers.

The freedom of businesses and companies to run schools has led to more inequality for the children of Tanzania. Some private organizations are very rich. They employ teachers from outside the country. These schools are charging very high fees that are affordable only to the rich. The poor children in the rural areas, as well as many in the urban areas, cannot afford the costs of these schools. They remain in their villages herding cows and goats, and those in towns look for jobs to earn money to sustain their families. There is a need for the government to address this inequality of educational services, and to ensure that every Tanzanian child is given a proper education.

Some local and international organizations that are working to improve education in Tanzania. These, in collaboration with the government, parents and teachers, try to help children secure their right to an education. The non-profit organization "HakiElimu" (education justice) works to challenge the teaching profession, as well as point out the challenges which young Tanzanians face after they fail the national examinations. HakiElimu works to realize equity,

quality, human rights and democracy in education. This organization helps communities to transform schools and seeks to influence policy making by:

- stimulating imaginative public dialogue and organizing for change;
- conducting critical research, policy analysis and advocacy; and
- collaborating with partners to advocate common interests and social justice (Wedgwood, 2006).

The National Education System

Centrality of the Education System. The Tanzanian educational system is centralized and because of this centralization there have been instances where some policies have been introduced by those in higher positions but then not implemented. Changes in curriculum or the introduction of new syllabi have been a major challenge especially when teachers are not involved in the process. To have a successful implementation of syllabi or the curriculum, teachers need to be fully involved. When they are not involved in these changes or modifications, they are not invested in the process. Sometimes they find that changes cannot be implemented without knowledge of syllabus adjustments, and also due to the inappropriateness of some of these changes, the teachers cannot teach students effectively to meet the required standards in the syllabus.

As stated above, problems with teachers are not found only in my country. There are other countries around the world that are dealing with the same problems. For instance in South American countries, Vegas (2005) found educators with the same challenges asking themselves, “Who is a good teacher? What makes a good teacher? Everyone who has been through school can remember a great teacher. People can usually provide a variety of reasons as to what makes a teacher great” (p. 3). The qualities given for good and effective teachers vary from one person to

another; some say that a good teacher is “loving and caring,” “knowledgeable,” or a “good communicator,” one who is “tough” and “pushes students to work hard and expand their horizons” (Vegas, 2005, p. 5). As stated above, these teachers’ qualities are complex behaviors and are not easily measured. In fact, measuring factors that effective teachers possess, or that ineffective teachers do not possess, has proved to be imprecise, technically difficult, and expensive. People often end up judging good and effective teachers by looking at student performances on the national examinations. Hence, poor performance on the national examinations in Tanzania has been attributed to the poor teacher quality.

Many people who enroll in teacher training colleges in Tanzania are from high schools and normally are those students with low grades. In the beginning, these students were trained in college for two years to be strengthened academically as well as professionally. In recent years, it takes from one month up to one year for a form six (“A” level) graduate to become a secondary school teacher. Serious candidates for teaching attend college for one year while their second year is spent in an actual school as a teacher trainee. Those with good grades in high school tend to join other professions that have higher status than that of a teacher. This mentality has to change in order to have well-qualified teachers. Vegas (2005) noted that in South American countries “just as there are many types of teacher incentives, various education reforms may affect teachers even if not originally planned as teacher incentive reforms. Policy changes in the level or structure of compensation, as well as changes in teachers’ professional autonomy, can significantly affect the teaching profession” (p. 6).

Educational Policies and Their Implication for Teaching Quality. According to a recent research report on the relationship between examination practice and curriculum objectives in Tanzania, HakiElimu (2012) found that curriculum has always been poorly

implemented because the majority of teachers did not aptly understand the requirements of its guidelines. HakiElimu (2012) concluded that the content of the examinations is not the cause of poor performance among students; instead poor performance resulted from poor conceptualization and implementation of the curriculum. This report further clarified the problem of the curriculum by stating that “the poor or little understanding and the implementation of curriculum policies and regulations was one of the biggest challenges teachers faced because most implementers had no idea of what curriculum policies entailed” (HakiElimu, Sept. 2012).

The overall policy has been very well stated, but the problem lies in implementing the written policy. As stated in the introduction, the policy implementations sometimes become too theoretical as they are discussed in political gatherings without any further follow up. I believe that if we could have more effective implementation of policy the education standards could be very high, generating many experts and professionals in different fields. It is very sad that in the early days, inspectors went into the schools, checking the reports of students and the practical performance of teachers without any prior training. It is a shame that when the supervisors visit a school nowadays, they go as bosses and thus do not do very much with regards to checking student progress or teacher performance (Machumu, Oct. 2012).

Theories of Learning and Challenges of Teacher Quality. For secondary schools to succeed, I believe that the application of theories of learning and motivation for both teachers and students must be applied. Looking at the current situation and the daily demands of the teachers, it is obvious that teacher incentives in the harsh working environments do not match what teachers require. The work performed in the field is tiresome and time consuming and when one looks at the remuneration one is discouraged completely. This is the reason that many people opt for other professions. When individuals do not have an opportunity for any other profession,

they select teaching as the last resort. This is very discouraging to students when they see their teachers struggling and when they see teaching given such a low rank. Teacher quality is an issue that speaks to issues of equity and remuneration. Schools in the remote areas have the greatest need of experienced teachers, but in many cases these schools can only attract the less experienced teachers (OECD, 2007). In order to address the problem of teacher quality in Tanzania, there should be fresh consideration of the incentives available for the more highly trained and experienced teachers to work in schools in rural areas and difficult environments.

The learning environments, both physical and psychological, of both students and teachers have to be taken into consideration. There are many students who walk for hours to and from their schools and after school they are kept busy by their parents assisting with house work. This hinders them from being able to focus on their school-work. They do not have enough time to make revisions and do the assignments given them by their teachers. The few teachers who understand this give their students time while at school to do their assignments. Some teachers do not take the time to review the work done by the students and thus the students do not know their progress in their studies because they do not receive the feedback they need from their teachers.

Nyerere (1968) set out his vision in “Education for Self Reliance” when he insisted that education had to work for the common good, foster co-operation, promote equality and address the realities of life in Tanzania. During his time he proposed some changes in the educational system, and created policies insisting that education was to be oriented toward rural life since the majority of Tanzanians lived in rural areas (more than 70%). He continued insisting on the importance of teacher-student relations when he said that teachers and students should engage together in productive activities and students should participate in planning and decision-making

processes of organizing these activities. He proposed that productive work was to become an integral part of the school curriculum and provide meaningful learning experience through the integration of theory and practice.

Many types of educational reforms affect teaching quality and student learning. To help underachieving children perform well, there is a need for high quality teachers with strong pedagogical content knowledge who are able to utilize limited resources. They are called upon to develop proper judgment, to improvise and to engage in conversations about means and ends. They have to be aware that teaching requires good human qualities, expert knowledge and skill and professional commitment to develop competence in their fields. Tanzania can improve the teaching profession by learning and imitating some of the high teachers' standards from successful countries like Finland and the United States of America.

It is true that education is a developmental process whereby students are academically unprepared at entry and are transformed to acquire knowledge, skills and competencies in the secondary schools. Students strive to achieve high standards in their performances so as to exceed others and to move forward to the next stages of their education (Hakielimu, 2007). The current structure of the system with its assessment-based curriculum tends to encourage students to study just to pass the exams. Because raising academic performance or achievement of individual students in their various subjects is considered meeting the requirements of the examinations, more emphasis has to be put on meaningful learning that will help the students even after their schooling is over. A balanced curriculum is needed for students not only to pass the exams but also to be empowered toward self-employment after their studies.

To succeed in raising academic achievement the reform of education should be centered on teaching. Knowledge of the application of learning theories can contribute to the raising of

educational standards in our secondary schools. Teachers need to be instructed on how to help students create knowledge rather than just to receive knowledge from the teacher. Piaget recognized that students construct knowledge based on their experiences and that how they do so is related to their biological, physical and mental stage of development (Darling-Hammond, 2001). Teachers need to be instructed on the applications of progressive learning theory in delivering curriculum content, rather than merely preparing the students for exams through rote learning. Student achievement can be very high if teachers utilize a variety of classroom practices based on these ideas of progressive learning. Many researchers have acknowledged that reinforcement and practice have played a major role in the development of these teaching and learning skills (Darling-Hammond, 2001).

Broader Leadership and Teaching Challenges

General Worldwide Overview. In the age of globalization, many nations have realized that educating the next generation is the main asset for development in a world of intense competition in science and technology. The demand for education for the young is great, and it is necessary to help all respective countries keep pace in the global economic competition. To provide adequate education, highly qualified teachers are needed. This is the challenge for many countries in the world. Successful countries, like Finland, have invested much in their teachers and thus their quality of education is high. In Africa, there is an increasing awareness that schools need effective leaders and teachers if they are to provide the quality of education needed to compete in the 21st century, a century characterized by scientific and technological innovations. Like developed countries, African countries seek to transform their education systems to prepare young people with the required knowledge and skills essential in this globalized world.

The challenges to provide and meet the demands of a 21st century quality education are felt in many countries. There are similarities among teacher issues, as compiled by Karras and Wolhuter (2010) in their two volumes on worldwide teacher education, issues and challenges.

The authors offered some key questions with regard to teacher education across most countries:

- What should be the goal of education?
- What is the role of the teacher in the 21st century?
- What should be the content of teacher education?
- What is the method of teacher education?
- Who will have access to teacher education, selection and qualifications?
- What is the length of teacher education?
- What is the place of teacher education?
- How to best balance the length and nature of teaching practice?
- How to provide in-service training for the necessary professional development?
- How to balance the internationalization of teacher education and enhance indigenous teacher education?
- Who should control teacher education?
- How to handle diversity and multiculturalism in teacher education? (Karras & Wolhuter, 2010, p. 14)

Education in countries similar to Tanzania. As stated in the introduction, Tanzania is bordered by eight countries. Among them are Uganda and Kenya, which formed the early East African community; and all were British mandate territories before independence. Education in Tanzania, as in Kenya and Uganda, has evolved through a series of phased- in attempts to achieve institutional maturity as well as social, economic and political significance. These sub-Saharan countries have similarities in their social, cultural, political and economic issues since all have struggled to develop and all were affected by the World Bank and International Monetary Fund policies such as the Structural Adjustment Program (Mushi, 2009).

It is true that many well-off people in Tanzania send their children to neighboring countries like Kenya and Uganda believing that the education there will be better than that found in their home country. Whether the education in those countries is better or not, what matters is the fact that, the child has gone abroad. The reality is that - in these three countries (Kenya, Uganda and Tanzania), education problems are similar. Previously, the national language in Kenya was English, it and was used as the language of instruction in all levels of education in the schools. Some people in these countries believe that knowing English is indicative of a quality education since the colonialists spoke English and were thought to be of higher status than the indigenous peoples. Some parents take their children to private schools where education is considered to be better than that of the local schools. Keep in mind that, as noted above, many private schools in Tanzania, especially the religious-owned schools have excellent educational reputations.

It is true that Uganda and Tanzania are assumed to be at the same level of economic development and our educational systems are similar. The students who are taken to Uganda are sent to private schools and religious organization schools, whose teachers are well qualified. There is no room in Tanzanian schools since they are so few and cannot accommodate more students. The language used in Ugandan schools is English, and when people take English as a standard measure of good education they think that these schools are better than those in Tanzania. There is a need to encourage and motivate children in the Tanzanian schools by creating a proper environment for them to be taught by indigenous teachers who will then build confidence in their own citizens.

Apart from Tanzania, Kenya and Uganda, the problem of teacher quality is an epidemic in many other African countries. In the neighboring country of Burundi, for example,

Rwantabagn (2010) wrote about the challenges of teacher education as part of the country's teacher education changing context. Repeating the points laid out by Taal in 1996, Rwantabagn (2010) agreed that in most sub-Saharan countries, the level of general education for prospective teachers tends to be low (p. 660). This is also true in Tanzania. He points out that the academic quality of those recruited into teacher education programs tend to be inadequate. It was noted that those who are not qualified for the pre-university or technical options fall into teacher training programs with little motivation for becoming teachers and for the training necessary to be an effective teacher (Rwantabagn, 2010).

Impact of Leadership and Teaching Challenges to Tanzania's Education

A clear understanding of these problems can be very useful in bringing educational improvement not only to Tanzania but also to its neighboring countries. This can be a very useful tool in bringing about the fulfillment of the Objectives of Secondary Education in Tanzania as listed on the Tanzanian Ministry of Education website. The objectives are as follows:

- To consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level;
- To enhance further development and appreciation of national unity, identity and ethic, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations;
- To promote the development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language;
- To provide opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study;

- To prepare students for tertiary and higher education, vocational, technical and professional training;
- To inculcate a sense and ability for self-study, self-confidence and self- advancement in new frontiers of science and technology, academic and occupational knowledge, and skills; and
- To prepare the student to join the world of work (<http://moe.go.tz/ceo/ANFE.html>)

The continuing failure to fulfill these educational objectives has led to a decline in the national literacy rate. There has been an increase of people both in the urban and rural areas who barely know how to read and write. This problem can lead to the decline of qualified professionals not only in the field of education but also in other fields such as health, engineering, agriculture, trade, law, medicine and social work. Inadequate education will cause Tanzania as a nation to suffer internationally as she will have no representatives who can enter into global scholarly discourse.

CHAPTER 3: Developing Leadership and Teaching with Mind and Heart:

Toward Successful Secondary Schools Leadership and Teaching

Robinson (2013) tells us that “the real role of leadership in education ... is not and should not be command and control. The real role of leadership is climate control, creating a climate of possibility” (TED Talks). In this study, I am concerned with leadership and teaching quality in Catholic schools. In Tanzania, we need the kind of leadership that takes seriously teaching abilities based on the totality of the person, mind and heart. This kind of leadership is described by Palestini (2004) as “effective leadership”, and is offered as a solution to most of the problems of organizations the world over. Following the model of the Catholic Church that offers education to the poor in society, the schools under the Catholic Diocese of Moshi need the kind of leadership that adheres to the catholic tradition of serving the whole person. The leadership needed in our schools is one based on “the ability to establish and manage a creative climate, open to change and continuous improvement, where people are self-motivated toward the achievement of mutually developed goals in an environment of mutual trust and respect informed by Gospel values” (Palestini, 2004, p. 21).

Therefore, I believe that the students in our schools will succeed if the head teachers and classroom teachers will stand firm and offer strong leadership and classroom instruction bearing in mind that what they are doing is for the common good. According to Palestini (2004), the Catholic school leaders and teachers are called to lead and teach in a non-coercive way, practicing a leadership style that inspires us all by virtue of what is generally acknowledged as the common good.

Sources of Action for True Changes in Education

Hopkins and Stern (1994) suggested three sources of actions to improve teacher quality and school success; (a) the individual teacher, (b) the particular school and (c) the external policy environment. Another important source of action for high schools in the Moshi Diocese is the strong leadership of its head teachers and the education director.

Following the introduction of the privatization policy and education for all, the Diocese of Moshi started some schools to meet the demands of the large numbers of children who had no opportunity to attend public schools. In collaboration with parents, some schools are running smoothly and some are doing very well while others are struggling. Following the five-year strategic plan of the diocese, the diocese aims to increase student intake in all of its thirty two high schools. The education department works hard to see that schools are expanded and facilities increased to ensure that more students are accommodated. Among the resources targeted are increasing the number of qualified, trained teachers. The diocese relies heavily upon her Teacher University to meet this high demand for new teachers in and outside of the diocese.

The actions of the education director are the catalyst for the actions of the individual teacher, the school and the external policy. I believe that if these actions are applied to the schools in my organization, the improvement of student performance will be possible. Successful achievement will follow when a combination of factors is employed. However, in all of these actions, the teachers are at the center of any educational improvement because of their direct influence on the students.

According to Hopkins, Ainscon & West (1994), the results that will accrue to the students as an outcome of educational policies need the enabling action of dedicated teachers. There is inevitably some degree of overlap between quality teachers and quality schools and this should

not be surprising as the two elements are in a form of symbiotic relationship. It is important, however, in summary, to sort out school level factors affecting teacher quality.

What is of particular interest in reflecting upon the case studies of teacher quality is how consistently they manifest their narratives of what are believed to be the key internal conditions. In addition, more general contexts are required for the schools that have high-quality teachers. Teacher quality and student achievement, it appears, are enhanced as a result of a holistic approach to school improvement (Hopkins, Ainscow, & West, 1994) under the supervision of a head teacher guided by good policies.

The Individual Teacher. Teacher quality springs from an individual teacher's motivations and capacities. Gifted teachers create excellence regardless of what is going on around them. To the extent that teacher quality rests on individual initiative and skill, policy implications include:

- Rigorous selection procedures which admit only high-quality entrants to the profession;
- Pre-service teacher education that is short, challenging, and practice-based;
- A relatively high level of financial remuneration;
- Career progression that rewards excellence in teaching and keeps good teachers in the classroom;
- An array of challenging professional development opportunities;
- A school organization that fosters individual autonomy;
- A policy environment that is enabling rather than constraining (Hopkins, Ainscow & West, 1994)

The Individual School. Teacher quality flourishes in any school that is organized to support good teaching and collaboration amongst teachers. Within such a school, conditions are created specifically to enhance the teaching and learning process. At an organizational level, frameworks are established by creating appropriate roles, allocating responsibilities, and generating ways of working that reflect the shared educational values of the school. When

talking to parents, teachers are encouraged to share their happiness about working with their child as well as reporting high expectations from a caring perspective. To the extent that teacher quality rests on school-level factors, the policy implications would appear to be:

- School-based pre-service education of new teachers;
- Decentralization of management and budget to the school level;
- Specificity in policy directives, together with the opportunity to adapt and experiment;
- A responsive system of external support surrounding the school that includes both inspection and advice;
- Creation of networks of like-minded schools to exchange information and support;
- Opportunities for schools to contribute to curriculum decision-making and to adapt mandated curricula to the local situation;
- The encouragement of self-evaluation and planning at the school level;
- Flexibility in the provision of in-service teacher education and staff development (Hopkins, Ainscow, & West, 1994)

The External Policy Environment. Teacher quality is a function of coherent and well-tested policies relating pre-service and in-service teacher education, curriculum, student assessment, and teacher appraisal. In this scenario, educational excellence depends on the faithful implementation of these policies, not only as independent initiatives by individual teachers or schools, but also with the close supervision of educational leaders and head teachers. From this perspective, the central authority has to acknowledge its responsibility for teacher quality and therefore introduce a wide-ranging series of curriculum reforms reflecting core societal values and key skills. At the same time, systems for the inspection of schools need to be more rigorously applied with emphasis on increasingly constructive assessment. At the school level, head teachers and heads of departments are to be held accountable for meeting the defined standards. Teacher evaluation systems have to reflect central rather than individual values. Teacher education programs nationally need to be widely scrutinized, and criteria for

accreditation established. More public accountability for teacher education is also proposed. The public in general will be pleased when firm action is being taken. To the extent that teacher quality rests on central authorities, the policy implications are:-

- A clear public mandate for executive action;
- Wide consultative procedures in the formation of policy;
- A broad and coherent range of complementary policy options;
- A national inspectorate to monitor the progress of individual schools;
- A centralized system of teacher evaluation;
- Teacher education programs that complement the substance of the national policies;
- Central support to assist in implementation;
- An information system and vocabulary to generate public debate on education (Hopkins, Ainscow & West, 1994)

Educational Director and Head Teachers. In his effort to eliminate oppression, abolish the division in society and establish equality, Nyerere (1967) stated that his aim was to make every person a master, not a master who oppresses others, but one who serves himself (p. 139). A person becomes a true master when he has no worries about himself, but develops confidence in himself and in his actions. He dislikes being pushed around and told what to do. The education director and the head teachers should make themselves masters and not feel that they are superior to the teachers, parents and the students. They are not superior and in-the-know about everything. Rather, they are to be humble towards the teachers, parents and students, because to be a leader of others “does not mean that you know everything better than they do. It does not even mean that you are more intelligent than they are—especially the elders (parents).” (Nyerere, 1967, p. 140) Therefore, the educational director and head teachers are to work hand-in-hand with teachers, parents and children, listening to their opinions and suggestions on how to improve education.

The educational director and head teachers should work in such a way that teachers, parents and the students can approach and share ideas with them without fear. These leaders are called to be transformational. They need to take measures to motivate teachers, parents and students to achieve beyond their original expectations by increasing their awareness about the importance of designated outcomes, and the many ways of attaining them. Being the overseers of the activities taking place at the schools, the leaders of the schools are called upon to enhance teacher capacities through direct assistance in four main areas: namely the “provision of the material and financial resources necessary to teach, support for teachers in the area of student discipline, protection of allocated instructional time, and rewards for teacher efforts” (Blasé & Kirby, 2009, p. 68). These leaders are to get the teachers, parents and students to go beyond their self-interests to that of the school and community and the larger society by changing or expanding the individual needs (Palestini, 2004, p. 26).

Creating an Environment for Quality Teaching and Learning

Increasing Teaching Efficiency. Since the education of the young is a very sensitive issue, I believe that ignoring current educational deficiencies in Tanzanian society will lead to great damage socially, politically and economically. The education needed is one that: i) equips the youth with the necessary skills and knowledge that will enable them to contribute to the development of their community, ii) helps the youth to give ideas, and iii) offers services for the furtherance of human equality, human dignity and human development (Nyerere, 1967).

To achieve this goal we need a high level of excellence in education. Ellsworth (1987) says that “this excellence in education depends upon the excellence of the teaching” (p. 48). Teacher quality is critical in determining the quality of education since teachers have power and authority over their students. The powers enjoyed by the teachers are: 1) expert power, 2)

reverent power, 3) legitimate power, 4) reward power and 5) coercive power (Ellsworth, 1987).

It is clear that, when the child first comes to school at the age of six or seven, he/she has already developed some character traits, and has absorbed some ideas through life in the family.

However, the children are usually approaching for the first time all the events which are connected with the community outside the family. Their ideas of what is good and what is bad in a non-family situation are mainly unformed. Their mind is still very flexible and can be turned in any one of many different directions. Teachers using their powers are the people capable of shaping these children (Nyerere, 1967, p. 226).

With these powers and authority, and with the improvement of teacher quality, there will be an improvement of student performance. Without addressing the problem, the nation will not have enough of an educated citizenry to work in the industries, or other productive sectors or social services. There will not be people with the necessary vision and skills to lead the nation into a brighter future. At the personal level, there are families in some villages that are suffering because their children did not receive a sufficient education.

It would be beneficial to start by supporting some of the schools that have been addressing this issue of teacher quality and that are making a step forward by attracting many parents to enroll their children. Educational leaders must be in the frontline supporting quality teachers, while keeping in mind that improving teacher quality is about more than financial incentives for those who are keen on boosting student test scores. Secondary school teachers need mentors and a strong support network in order to be successful. Mwenge University College of Education has started addressing the issues of teacher quality with a strong mission statement: new teachers entering the classroom must have a strong pedagogical background and

even stronger pedagogical training for the schools in Moshi and other parts of the country (Mwuce, 2014).

Integrating Cultural Values into Classroom Instruction. One role of leadership is integrating those good and productive values such as knowledge, skills, ethical values, respect, love, commitment, loving and caring spirit, from traditional African education and using them to improve the modern system of education. Following their case study, Semali and Stambach (1997) reported that “current school curricula contrasts greatly with traditional forms of education, and represents a move away from the social, cultural, and historical context of the community in the teaching of the young people” (p. 15).

Applying some of the good values from traditional forms of education can bring improvement to the current education system. For example, traditional education instructors were people of integrity with high reputations and respect in the community, having the qualities listed by Stronge (2002) as social and emotional behaviors such as caring, listening, understanding, knowing the students, fairness and respect, and social interaction with the students (p. 13). Their selection was made after diligent scrutiny by community members. Likewise in the current education system, educational leaders need to ensure the selection of high quality teachers with good human, moral and intellectual values. They need to select teachers who are willing to live and follow the examples of instructors in their traditional African education. Those traditional teachers had total commitment to their work and to the children who were entrusted to them. Instead of focusing on money and prestige, teachers are called to focus their attention on their students and on the future of the community.

To integrate traditional educational values into the current education system, planners and policy makers need to first acknowledge those intra-cultural influences which would make

indigenous knowledge less exclusive (Semali & Stambach, 1997). To continue the inclusion of good values from traditional education, teachers need to expose students to those cultural perspectives of national history and heritage that insisted on justice, total self-giving for the community, good moral values and respect. Teachers need to provide a positive focus on these values and thus encourage that students live and practice them.

Cooperation of Teachers Within and Outside the School. Schank (2010) speaks of a number of current educational problems that are prominent in media reports in Tanzania. In his observation he notes that the educational system, from grade school to graduate school and from the poorest public to the most affluent private schools, is failing students. As stated earlier, many people have associated this problem with the lack of committed teachers both in number and quality. Teacher/student ratios, according to national statistics from 2008 to 2012, have been 1:37, 1:43, 1:40, 1:34 and 1:29 respectively (BEST, 2013). No big change has taken place because while the number of schools has increased, the number of teachers almost remains the same.

The Tanzanian teacher education system needs improvements so as to create a good number of competitive teachers who will produce more competitive students. The improvement of teacher education could lead to a strong and stable citizen work force. To do this will require changes in the schools in order to foster success for students academically and socially. Despite the fact that educational problems seem to continue growing day after day due to the drastic increase in the numbers of students and schools, the problem can still be handled through a well-defined and serious reform. The previous solution of introducing the crash program for teachers (Oluoch, 2006; Wedgwood, 2007), which was thought to be an easy fix, did not solve the problem but intensified it. There are now three classes of teachers: the teachers with a BA in

education, those with other Diplomas, and teachers with certificates obtained after a short course or crash program. Other schools used teachers who did not have any of the three qualifications and some used retired teachers who had a wealth of past experiences.

When there is an outcry by the government or local communities that teacher education needs major evaluation and reform, many people think that these interested parties are playing a political game. Many people, both individuals and groups, have shown great concern over the government and its centralized educational system whereby teachers do not have much to contribute in decision-making. Sometimes it is considered an issue of social justice when one reflects that teachers work hard but are paid very low and their pay is often in arrears. Those in rural areas often have their payments delayed for some months. This means that the students' right to a good education is denied when their schooling is interrupted by financial delays because teachers have to take day offs to follow their salaries. Many parents, especially from poor families, are required to pay prohibitive school fees for the education of their children in private high schools. Despite paying these large school fees, these children do not score high grades in their final national test scores since their schools lack learning resources and good teachers. This situation pushed some non-profit organizations, like the Catholic Diocese of Moshi, to feel obligated to work for the good of these children, especially those from low-income and economically poor families.

The Diocese of Moshi founded Mwenge University College of Education to address the issue of teacher education. Since its founding it has helped to improve education in the neighboring secondary schools as well, especially those under its jurisdiction. With the assistance of the University there has been focused supervision on the qualifications of recruited teacher candidates to ensure that only those with good grades from their previous institutions are

selected. In the attempt to improve education, the heads of departments at the Teachers' University Colleges act as models for teacher preparation. They have to monitor the recruitment of the candidates for teacher training to ensure the selection of qualified candidates because "choosing teachers who score high on tests of general ability would produce more effective teaching" (Darling-Hammond, 2006, p. 28). This may in turn increase the quality of the teachers recruited for teaching and thus improve education as a whole.

To support the rise in teacher quality, there will be continuing professional development seminars and workshops required periodically and there will also be an inclusion in the curriculum of a teachers' ethical code of conduct. The teacher trainees will be taught new methods based on the students' needs. They will be trained using the principles of student-centered teaching, as well as learning to improvise due to a lack of teaching and learning resources. According to my experience in teaching, significant amounts of variation in student learning are accounted for by the teachers' capacities to use the materials at hand and to fashion the curriculum according to varied student learning styles.

Apart from the emphasis on the actual teacher training process, there is also a need to foster collaboration among university researchers, educational practitioners, and classroom teachers to solve the dilemma of the "teaching problems in our schools." The teachers need to modify their teaching methodologies in such a way that students are prepared for their class level examinations and are prepared to solve the problems they will encounter in life (Schank, 2011). Their learning must be meaningful and not just the usual rote learning that has so far taken our students from kindergarten to the university level. Rote learning produces students who are only recipients of knowledge and not contributors to the teaching and learning process. There is a

need to generate energy in our students by removing the passivity of the traditional classroom situation.

It is also the duty of practitioners and researchers to provide the means for professional development for teachers already at work in the schools in addition to the proper training for new teachers. This training must aim to improve effective and practical teachings skills and the use of innovative methodologies. Teachers in neighboring schools need to collaborate so that they can share in the use of these new and practical methodologies of teaching. It is the duty of the head-teachers of these neighboring schools to create the opportunity for their teachers to work together. As Cole (1999) observed there must be teacher educational changes in Tanzania. He insists that,

The kinds of pedagogical changes these teacher educators desire include: (a) a shift away from a teacher-centered, transmission model of teaching to an enquiry-based, experience-based, and process-oriented approach underpinned by "a text of questioning" and an understanding of "the authority of the self"; and (b) a preference for a learning context that fosters interaction and relational learning and that places relationships in the center of the learning-teaching enterprise (p. 285).

With these changes in pedagogical instruction, Schank (2011) noted that effective teaching will take place and students can be helped in five important disciplines, namely, how to be a critic, whom to respect and copy, how to know where you fit, how to take action, and how to think. With these changes, knowledge-based education can develop in contrast to the process based education that is currently contributing to students, failure. Why do these students fail? It is "because we teach them knowledge that they know they won't need" (Schank, 2011, p. 79). Students are taught only what is needed as they prepare for the exams. Many teachers help the

children by using readymade questions and answers. The students work hard memorizing these questions and answers which they tend to forget immediately after the examinations.

As Schank (2011) noted, the testing that is conducted in Tanzania is focused on students achieving high test scores and not on teaching:

“Many teachers are extremely frustrated by the system they have found themselves a part of. They cannot afford to spend time teaching a student or getting a concept across if the issues being taught are not on the tests. They are judged on the basis of test scores. So any rational teacher gives up teaching and becomes a kind of test preparation coach and testing has become a kind of contest between schools, much like football” (p. 289).

There must be a radical change to help teachers focus on teaching subject matter and to stop using facts-based tests only to teach the students because “memorization has nothing whatever to do with learning, unless you want to become a singer” (Schank, 2011, p. 87). I believe the approach suggested by Schank can work in Tanzania and that there is a need for a new curriculum with a new way of teaching. Teachers need to be coached to use cognitive processes and not memorization. In my schooling I respected the teachers since they were the authority and gave us everything. They knew everything and taught everything we needed to prepare for our examinations. The approach was teacher-centered and not student-centered, and it led me to have too much trust in and dependence on the teacher and to imitate them. I did as they did and there was no creativity or innovation of ideas since rote learning dominated.

When I became a teacher I knew that “the challenges to such changes are enormous; however, as one teacher educator put it, I could give [the students] what they want—lots of handouts and tricks and easy answers to their how-to questions—and it would take a lot less time, but morally I'd be a wreck if I did that” (Cole, 1999, p 287). The problem of the education

of our teachers is a major one and has raised political debates all over the country. Not only are the political parties addressing it as a national disaster but also local and international organizations are involved as well. There is a demand to look closely at teacher education as a way to overcome disparity between the rich and the poor all over the country.

Recognizing and Developing the Forces for Improvement

Strengthening Teachers Power and Autonomy. In the introduction of the 1963 World Yearbook of Education, which was dedicated to the education and training of teachers, Rwantabagn (2010) tells us that Bereday and Lauwerys (1963) insisted that the strength of an education system must largely depend upon the quality of its teachers. This idea is insisted upon and supported by Rwantabagn (2010) who addressed teacher education challenges in Burundi. Bereday, Lauwerys, and Rwantabagn agree that teacher education is the heartbeat and the Achilles' heel of any educational system (Rwantabagn, 2010). If the teachers are of poor intellectual caliber, the schools will be of low intellectual caliber; if teachers have knowledge but do not teach well, the pupils will be taught but will not learn well. Most societies are content with making ordinary provisions for teachers, and most societies, as a result, have ordinary schools.

My conviction and what I see as a reality in the educational challenges facing educational leaders and teachers in my country is the fact that the problem of teacher quality is not going to be solved with a quick fix or magic bullet. It will be a gradual solution, one that may take years or decades to come to a clear resolution. This reality can be seen by anyone with open eyes since it parallels the increase of enrollment in the schools as well as the increase in the number of schools. Within a period of less than 10 years, there has been an increase of more than 3,000 high schools in Tanzania (Figure 6 above). This is a very big challenge for the government and

nonprofit organizations alike. The increase in the number of children who finished primary school and the rapid increase in the number of schools have led to a very high demand for teachers.

By looking at the real life of the people and their future, it is undeniable that something has to be done about the educational system that will bring hope to the people and the nation. There is a need to democratize education by improving both its coverage and quality. These effects will hopefully help overcome social and economic inequality. In his effort to ensure authentic development, Nyerere (1968) always warned the people about the three great enemies of progress namely; ignorance, diseases and poverty. His philosophy was to provide education for self-reliance. Education was to be the tool of development for the individual and the nation. This idea was utilized by Vegas (2005) who, while observing South American countries, noticed that Latin America faced tremendous challenges, particularly those of economic development, poverty and inequality. Education was widely recognized as one of the most critical means of defeating these challenges.

There is a need for educational leaders to cooperate with other leaders in the community, as well as with the heads of schools and universities for the reformation and improvement of education especially by improving teacher standards. Efforts are needed to attract qualified individuals into the teaching profession, to retain them, and to provide them with the necessary skills and knowledge while motivating them to work hard and do the best jobs they can. As an individual I cannot make the reforms but by cooperating with others, some changes and improvement will be possible. In the globalized world there is a need to incorporate non-profit organizations and like-minded international organizations that are willing to work together or that are already working for the improvement of education.

While working on teacher improvement, educational leaders must reflect on the successes and plans of Julius Nyerere, the former president of Tanzania. His philosophy of education, “education for self-reliance” is widely admired but equally contested. He was a teacher and he died having the title of teacher and still today he is addressed as a teacher by the name “Mwalimu Nyerere”. He is honored and respected by the sub-Saharan countries because of his great efforts in social justice. His focus and attention was on equality, justice, the common good, respect and fair treatment to all. His policy on education was excellent as he managed to raise the literacy rate to 95% as the president of Tanzania in the early 1970s (Werrema, 2006). He tried to balance different sectors of the economy as well as many socio-cultural issues. Even with widespread tribal diversities, he managed to bring all Tanzanians together and made them one family by insisting upon the values of respect and love for each other with the slogan “*Umoja ni nguvu utengano ni udhaifu*” (Unity is strength; division is weakness). Nowadays the people have changed; Tanzania is no longer one as there are now haves and have-nots. In education there are those who have access to good education and those who do not. It is high time we embrace Nyerere’s words and believe that *Unity is strength and division is weakness*.

The differences have to be eliminated since the gap is growing wider and wider and one can see that some schools are good at hiring and retaining good teachers while others are not. Due to low remuneration, some teachers have left the public schools and joined the private schools while others have left the teaching profession in favor of other professions. The few schools that retain their faculty are performing very well while those who are not able to retain their teachers are performing poorly. Private schools are outscoring the public schools because they have hired good and experienced teachers who have a superior comprehension of content and pedagogical knowledge in the field of their study and thus teach with confidence. While

teaching, the teachers must direct students toward their future focus. They must be role models and teach students to be self-reflective and to work towards a certain goal. They have to help students develop self—confidence in what they are doing.

The head-teachers are to work with teachers and students in the schools to identify current problems in teaching and learning. Together with teachers they can suggest the means for improving teaching and learning for their students. They have to provide their teachers with professional development and encourage them to attend seminars and innovative programs. I do believe in supervision and observation by the head teachers acting as internal inspectors. Teachers have to be responsible to follow the syllabus, to adhere to the class schedule in their teaching and to ensure equal opportunity for learning for all students. The head teachers need to hear feedback from the students on the learning they receive since the students are not just recipients but also contributors to their learning.

The leaders, head teachers and parents will work together to improve education based on the teaching process and the quality of teachers. The questions addressed will be based on important matters such as the goals of education centered on the whole child rather than simply preparation for standardized tests. The system of standardized tests and competition has many problems, such as cheating on the examinations and the forging of graduation certificates. Therefore education should be based on the needs of the community, the nature of the community and the future of the community rather than on standardized tests. The system of rote learning for examinations should be replaced by meaningful learning. For this meaningful learning, “most of the courses will simultaneously take both a subject—and a learner—centered focus, encouraging prospective teachers to think about developing multiple strategies for teaching the subject matter for diverse learners” (Darling-Hammond, 2006, p. 99).

Cooperating with the heads of schools and educational leaders, we shall discuss the ways to lessen differences among schools. It is good to have the same standards since the children are from the same community. The high schools should have the same standards and create an environment that will make all schools affordable for all citizens, both poor and rich. Teachers are to be responsible and accountable for the work they are doing. They have to dedicate themselves to the work of teaching in collaboration with both parents and children. The intent of all these reforms is to ensure a larger number of students graduating to higher education, particularly to A-level and colleges. The measure of success will be the increase in the number of students advancing to A-level secondary studies and colleges. Another measure of success will be the national examination results showing an increase in the pass rates especially for children from the rural areas.

Working Hand-in-Hand with Non-Governmental Organizations. In Tanzania there are 632 NGOs registered as civil society organizations. Their dream is to have a strong and vibrant civil society in Tanzania, in which NGOs play an active and effective role in promoting people-centered development. As a group, these organizations aim at increasing both the quality and quantity of the contributions of the NGO sector to development. These NGOs have organized themselves into an association named TANGO (Tanzania Non-Governmental Organization), which has been registered as an NGO since 1989 (<http://www.tango.or.tz/>). Among many NGO's dealing with education are HakiElimu, Tamongsco and Tahossa that are closely in touch with TANGO.

HakiElimu is a private non-profit organization that is trying to foster educational justice for the people of Tanzania. It supports and protects the rights of teachers and parents as well as children. If teachers are not paid well, it raises the issue; if students are not taught well, it

broaches the issue. HakiElimu speak out on behalf of parents who pay a lot of money for school fees and whose children do not receive a good education. We need other NGOs like HakiElimu that will rouse people to demand their educational rights.

The need to coordinate the efforts of non-profit organizations started long ago with the union of head teachers of all private secondary schools as well as the union of all owners/managers of the private schools. These two unions have their own guidelines and regulations that they follow as non-governmental organizations and as members of TANGO. The union of the managers and owners of the private secondary schools and Colleges is known as Tanzania Association of Managers and Owners of Non-Government Schools and Colleges (TAMONGSCO) and is a non-governmental organization. The objectives of the Association are non-political and are as follows:

- Establishing collaboration between the ministry and the managers and owners of non-government schools or colleges in all areas that will promote excellence in the field of education.
- Providing members with information on current technical and technological development in education.
- Encouraging members to facilitate seminars and fairs where new educational materials can easily be shared or exposed.
- Participating in providing input that will be used by the ministry in policy-making.
- Establishing an accrediting body for non-government schools in collaboration with the ministry (<http://tahossa.org/>).

There is also the union of Tanzania Heads of Schools. This union of the Tanzania Heads of Secondary Schools Association is a professional organization. It is a non-profit and non-political organization which operates from councils, regional, zonal and national levels. It is well guided by its vision, mission and motto. Its vision is to “bring the Heads of Schools together and help them to acquire administrative and managerial skills”. Its mission is “to facilitate student’s

achievements by improving the leadership and management skills of Heads of Schools”; while its motto is “Unity, Efficiency and Dedication.” (<http://tahossa.org/>)

As I continue working on this problem of practice, I look forward to developing the networks to distribute this information and raise the seriousness to a level that would be understood and considered an “educational disaster” that needs immediate attention. I believe that by learning from other countries that have undergone the same educational challenges and overcome them, I may be a help to our community in addressing these scholastic challenges. The solution to this problem may be obtained by learning from the efforts and works of scholars and by sharing the possible solutions to the problem with these scholars.

The future of the country relies heavily on the young generation. Young people have to learn from the successes and failures of their predecessors and from there they can develop, improve or change what didn’t work. International organizations like the World Bank and UNICEF are working hard to help the youth in developing countries to secure their right to an education. Working together with these international organizations, nonprofit organizations, as well as humanitarian agencies, we can help ensure quality education for the children of Tanzania.

Fostering Collaboration among the Participants of Education. There is a need to foster collaboration among non-governmental organizations, international organizations, university researchers, practitioners and teachers in solving the puzzle of teaching challenges in our schools with action and not just words. Many people have been talking about the problem. I think that when something is explained, then people will have a clue about where to start. For example one or two of the schools in the Catholic Diocese of Moshi can serve as a starting point for improvement. Since the Diocese is the manager it can influence other managers in the TAMONGSCO and thus the government can learn from the private schools. There is a saying

that “actions speak louder than words”. People have been talking about improving schools. Some individual schools have succeeded and some have not yet taken action. If we work together with one mind, we can bring changes. Instead of just sitting and writing evaluation papers about the education system, it would be better for the non-governmental schools to take action so that our leaders may see and follow the good example of these schools, especially in the areas of standards for teachers and teacher preparation.

We should recruit and train as many teachers as possible to alleviate the scarcity of teachers in the secondary schools. Their training should be in both content and pedagogical knowledge. The candidates recruited must have demonstrated a high level of performance in their prior education in both the lower and higher levels of secondary schools. For those already in the teaching field, especially those who have had the crash program, there should be newly developed professional seminars. If this is successful, it could help increase the number of teachers, as well as the quality of teaching, and ensure effective teaching and learning.

On the part of the head teachers, there is a need to work both within and outside their schools. They have to ensure the committed performance of their teachers. This can be done with a follow—up of the students’ achievement as well as observing the way teachers are teaching. This continuous assessment can help head teachers to make adjustments and have a starting point for following up improvements in teacher effectiveness in their schools. The head teacher in collaboration with neighboring head teachers can organize improvement seminars for all of the staff. When the head teachers encourage their teachers to collaborate and share with other teachers some of the challenges they experience in their everyday teaching, everyone will learn and succeed.

Head teachers can help in increasing effectiveness in teaching by motivating their teachers. They can innovate ways of encouraging and motivating their teachers by giving them incentives, especially when the teacher does well in teaching as well as in innovation and creativity. By giving teachers incentives, it is obvious that students will see how their teachers are cared for and thus may opt to make the teaching field their career in life. The head teacher of one school cannot have new ideas by working only with himself/herself in his/her school. He/she needs to collaborate with other head teachers. They need to share the strengths, weaknesses, and challenges they face at work, especially in the process of teaching and learning. Head teachers need the support of parents and board members. Parents can collaborate and advise head teachers through the feedback they receive from their children. Many head teachers who have collaborated with parents have made their schools very successful. Board members also make assessments by reviewing the teachers' monthly and annual report to see who is doing well and who is not doing well. They can advise head teachers about who would benefit from professional development and who is to be promoted. If by chance there are any teachers whose performance is not promising, the board members are also to list those who are to be demoted or removed.

The Heads of Schools Have to Effectively Use Their Leadership Role

Success Goes with the Spirit of Responsibility and Accountability. Mkumbo (2012) wrote that “we cannot sit down and say the teaching profession has died because the recruited candidates are those ‘who lack the qualifications to join other professions’” (p. 224). Instead he joined other educational stakeholders, including parents, NGOs, individual and nonprofit organizations, as they insist in one voice that something has to be done to help our children by helping our teachers to work for quality education. As stated earlier, these efforts are to be made by all by conducting professional development programs, by fostering cooperation among

teachers themselves with assistance from head teachers and the school board. To bring all these efforts to fruition, a culture of achievement must be created, a culture of achievement where all will be willing to work towards a known and agreed upon goal.

Most school improvement plans concentrate on academic goals, decisions about academic focus, deployment of instructional models and teaching techniques and curriculum tools. These decisions are given as orders from above since the whole system of education is directed as a competition focusing on academics. To be successful in school development and student achievement, a culture of responsibility and accountability has to be developed in the organization's educational system. Whatever is to be created has to be known and understood by all responsible members especially teachers, students, parents and organization leaders. Culture does not grow overnight or by discussion around the table only. It grows and develops from the organization or school's vision, mission, values and beliefs. The well-known vision of the Catholic Diocese of Moshi with regard to quality education is that it has to free students physically and spiritually. The mission of the Diocese of Moshi in education is to provide the best education possible, enlightened by the gospel values, and to help the individual grow physically and spiritually, and to be responsible and self-reliant as he or she encounters the challenges of life.

Head Teachers Have to Ensure High Quality classroom Instruction. The head teachers must keep in mind that working hard to improve the teaching staff is likely the ticket to success for students and the school. Leithwood, Louis, Louis, Anderson & Wahlstrom (2004) tell us that significant amounts of variation in student learning are accounted for by teachers' capacities, including:

- Basic skills, especially literacy skills

- Subject matter content knowledge
- Pedagogical skill
- Pedagogical content knowledge
- Classroom experience (p. 64)

Leithwood & Louis (2004) continue to describe teacher quality and performance as a complex function which is considerably affected by emotions. The emotions direct cognition: they structure perceptions, direct attention, give preferential access to certain memories, and bias judgments that help individuals to respond to the environment as they recognize the valuable aspects of humanity. The emotions sift through solutions to general problems as they set priorities among the many different goals that impinge upon an individual at any moment in time. The head teachers must deal with teachers bearing in mind the effect of these emotions. There are four paths of leadership that influence student learning: (a) the rational path, (b) the emotional path, (c) the organizational path and (d) the family path.

On the rational path, leaders need to encourage and enhance the acquisition of teacher's content knowledge. This rational path of leadership engages staff knowledge and skill, which have direct impact on the quality of instruction, retention, self and collective efficacy and student capabilities. The quality of teaching will improve when proper methodologies are successfully used during instructional time, affecting content coverage, instructional presentation, and diagnostic adaptation.

On the emotional path, leaders need to create an environment that will facilitate the emotional stability of teachers. The leader has to consider the emotional needs of teachers. The emotional path examines teachers' motivations, which have an impact on the quality of instruction, their engagement in the school, retention and student learning.

With the organizational path the leader has to be keen on establishing the proper structural organization as this path engages the context in which teachers' work, the schools' infrastructure and teachers' working conditions with an impact on teachers' emotions, as well as the opportunities for teachers to do what they know how to do for the improvement of student learning.

The leaders are to consider the family path as it engages the family's educational culture which has an impact on educational aspirations, vocational aspirations, retention and students' active learning. When all is said and done, quality of education revolves around the aspirations, commitments and wellness of teachers giving their best in the school environment (Leithwood & Beatty, 2008).

Giving Real Feedback to Teachers. Bill Gates is one of the most influential persons in education. Through donations and campaigns, he made a great impact on education. He states that teachers need real feedback in order to improve and produce visible products. In his TED talk, through which he presented his ideas and beliefs, Gates (2013) stated that his successes have been inspired by his belief that "all lives have equal value no matter where they are being lived" (Gates, 2013). With regard to education, he compared teaching and coaching stating that it is not enough for a coach to give feedback by saying that the performance is "satisfactory". What is satisfactory? What scale do you use to measure satisfactory performance? While what he stated was true for American schools and America's system of education, it applies as well to Tanzanian schools and Tanzania's system of education.

The teachers have somehow been forgotten, especially in their role as contributors to Tanzanian society. The system has not been very fair to them, as it does not recognize their status, working environment, need for feedback, good pay and improvement for their

performance. It is high time for educational leaders and school administrators to change and treat their teachers fairly, who in turn will bring competent outcomes to their students. Gates (2013) commented on the issues of teachers in connection with the poor performance of USA students in international testing on math, reading and science. He observed that the countries that do well globally hold their teachers in high esteem. He cited the example of the province of Shanghai China, that ranked number one globally in reading, math and science. The way they treat their teachers made him believe that the one and only key to their incredible success is the way they help their teachers keep improving. They make sure that younger teachers get a chance to watch master teachers at work. They have weekly study groups where teachers get together and talk about what is working. They even require each teacher to teach, observe, and then give feedback to their colleagues.

In the Diocese of Moshi, if the teachers would receive positive feedback from the leaders and their peers they can improve their teaching and hence influence the success of the students. They have to consider the qualities of their traditional mentors including social and emotional behaviors such as caring, listening, understanding, knowing the students, fairness and respect, social interaction with the students and good moral and ethical values of the society while maintaining good examples and commitment to the children they teach. This could lead to great success for the children and schools.

Why is it so important for the system to place priority on dealing with the issues of teachers? Look at the value of teachers in society. There is a lot to learn from the history of education and the efforts by society to improve education. In Tanzania, as in every other country, some teachers are far more effective than others. As a matter of fact there are teachers throughout the country who are helping their students achieve extraordinary success. There is

variation in the national examination test scores results because some schools far exceed others. If we can create today the average teachers who can work like those in Shanghai, Finland and some other parts of Tanzania, then our students would be achieving with excellence. We need our educational leaders and school administrators to work devotedly, collaborating with their teachers in raising their capacity in instructional skills for the benefit of students and the community.

Working with experts in education, it is possible to build a system that will help provide teachers with meaningful and constructive feedback. School administrators can play a very important role by giving constructive feedback to their teachers. With advancements in technology, recording teachers at work offers a way for a teacher to view the class he/she was teaching and allow for self-evaluation of his/her teaching. Introducing something new into the system is difficult, as it demands support, investment of funds and critical follow up. Cooperation between educational leaders, school administrators, teachers, parents and, both former and current students can be a great stimulus to the improvement of teaching, while giving feedback to teachers and at the same time reducing expenses.

Meeting the Needs of Teachers. Researchers suggest that in meeting the needs of teachers in Tanzania educational leaders must keep the overall view of the teaching profession in mind. To that end, policy makers are called to recognize the length and the quality of teacher education programs, and to limit the likelihood of a fundamental shift from formalism to constructivism. Aware of the shortcomings in the teaching profession in Tanzania, the World Bank acknowledges the problem of teaching to fact-based tests and encourages teachers' professional development so they can use a wider range of approaches (Vavrus, 2009, p 309). Furthermore, the ministry of education has to ensure that those leaving the secondary school to

join the teaching profession have high grades (Vavrus, 2008). Policy makers must consider the motivation of and remuneration to the teachers as well as the availability and provision of good housing (Davidson, 2007; Wedgwood, 2007).

To improve teacher quality, stake holders in the educational system are to consider the needs of teachers, including physical, psychological, social, economic and any other needs that will help make them emotionally stable. Leithwood (2004) learned that when teachers feel that their needs are understood they are motivated and obviously can dedicate themselves more to teaching and personal development. School leaders have to know that an engaged and committed faculty is critical to both student learning and the success of a school community and thus should try to be effective in regard to the needs of teachers. Considering the needs of teachers is crucial because when educational leaders create conditions that support teachers in their work, schools can experience higher teacher retention rates, improved climate and culture, and increased student achievement.

According to Leithwood (2004), to improve teacher quality, the heads of schools must pursue three fundamental goals. First, they have to help teachers develop and maintain a collaborative, professional school culture through talking, observation, critiquing and planning together. Principles of collective responsibility and continuous improvement encourage them to teach each other how to teach better. Second, they have to foster teacher development as one way of motivating teachers since teachers' motivation for development is enhanced when they internalize goals for professional growth. They will foster teachers' development if they are committed to the school mission. Third, they have to try their best to help teachers solve problems more effectively. Their leadership will be more highly valued by teachers when they stimulate teachers to engage in new activities and put forth that "extra effort". In concluding on

the importance of considering the needs of teachers, Leithwood (2004), in his observation, realized that transformational leaders share a genuine belief that their staff members as a group can develop better solutions than the principal could alone.

Reaching and Teaching All Students. Tanzania was among the developing countries affected by the demands of UPE and EFA. Worldwide countries adopted UPE and EFA policies with the objective of expanding opportunities for basic education to all school age children and adults who had had no opportunity to join school (Mushi, 2009). After doing well with primary school education, Tanzania extended the initiative to secondary education by establishing a secondary school in every ward. This escalated the problem of teachers both in quantity and quality. With all the pressure to accomplish more with their students, teachers face many challenges and feel great stress and concern about what to do. “Students with different learning strengths and weaknesses, students from various cultures (and families), students with physical challenges—all bring special gifts that enrich our school communities. But providing the education that enables each of these students to achieve his or her highest potential presents a daunting challenge” (Perkins-Gough, 2003, p. 92). How do teachers balance their time so that they reach the learner who requires more time and attention, yet still have time to work with students who are considered high achievers? How do they decide what to teach and not to teach to meet the standards and to keep the course work interesting? How do they balance the required curriculum with what they want to do with their students? How do they manage their personal time, their classroom time, and reduce the stress they feel from not meeting their students’ needs? How can teachers teach best in the current environment of “testing” for knowledge and being held accountable only for the scores?

In order to teach all students the teachers must know that “to teach subject matter in meaningful ways and engage students in learning, teachers need to know about their students' lives. We are not suggesting that teachers learn generic information about specific cultural or social groups; such thinking leads to stereotypes that do not apply to individual students” (Villegas & Lucas, 2007, p. 29). Teachers must know content areas, must have teaching skills, must cooperate well with other teachers, and must know the different levels and abilities of their students. Teachers can learn from students. “Students can be a rich source of learning and knowledge for teachers....[For example] a participatory action research process in which students, researchers and teachers engaged in a collaborative inquiry where students act as question posers, methodologists, data collectors and analysts, theory builders, writers and presenters and change agents” (Whitney, Leonard, Leonard, Camelio, & Camelio, Dec. 2005—Jan, 2006, p. 30).

In the field of delivering knowledge, teachers must try their best to reach all their students. If they are professionals, they will act professionally and their students will learn regardless of their differences in abilities. In order to teach all students, teachers must use the following guidelines:

- Effectively differentiate instruction
- Make accommodation and modifications for students based on their learning styles, abilities and behaviors.
- Engage reluctant readers and writers.
- Motivate all students to be successful learners.
- Increase communication and collaboration between home and school.
- Build students organizations, utilize time management and study skills.

- Implement positive behavioral supports and interventions.
- Create classroom and school wide programs designed to enhance student resiliency and self-esteem (Whitney, Dec. 2005—Jan. 2006, p. 31).

Teachers as educators are in a position of great privilege; every day they have the opportunity to make a positive difference in the lives of the children they teach. The manner in which they interact with their students, the environments they create, the curriculum, the learning activities, and methods they use to teach, greatly affect how motivated and successful their students will be. It also affects how willing the students will be to take risks, work cooperatively together, and be kind to and supportive of one another. Not only do teachers teach students countless academic skills and behaviors, but they also have great influence and model diversity among themselves. It is important that teachers ensure that all students feel that they are vital to their classroom community and valued and respected for their individuality. Teachers need to make connections with students, stimulate in them the desire to learn and participate, and to do everything in their power to build and earn their confidence and trust. “Students want connections between the curriculum and what they see going on around them. Whatever the teacher is explaining to the students should relate to their lives somehow. Basically instead of giving the facts they should explain in terms the students will understand” (Whitney, Dec. 2005—Jan, 2006, p. 34).

Teachers should be encouraged to use the following ways to differentiate instruction:

- Materials, tasks and learning options presented with varied levels of difficulty.
- Multiple and flexible groupings of students
- Multisensory instruction
- Lessons, assessments and projects that take into account students’ varied learning styles and preferences, interests, talents and multiple intelligence

- Varying degrees of supports and scaffolds. Choices of where, how and with whom students may work
- Choices about topics of study, ways of learning and models of expression
- Adaptations, modifications and multiple approaches to instruction
- Tiered assignments, which vary the level of complexity or challenge the process or product (Whitney, Dec. 2005—Jan. 2006, p. 36)

Children learn that teachers have differences in styles and approaches to learning, which are to be respected, appreciated and celebrated. These significant adults in their lives communicate and teach about diversity. “One of the best ways to instill this understanding in students is to teach them that we each have our own uniqueness, comprising among many other things, varying learning styles and multiple intelligences” (Rief & Heimburge, 2006, p. 11).

Professional Code of Ethics for Teachers. Do we have a teachers’ professional code of ethics, is it known to teachers, is it followed and respected by all? What does the policy on education and training state? As a church organization, the Catholic Diocese of Moshi follows the teachings of the Church on education as stated in the Documents of Vatican II Council “*Gravissimum Educationis*” (Declaration on Christian Education) by His Holiness Pope Paul VI (October 28, 1965). As an organization the Church believes that it is her duty to work tirelessly “in finding suitable methods of education and programs of study and in forming teachers who can give youth a true education” (*Gravissimum Educationis*, 1965, no. 22). Teachers are called to recognize that the Catholic schools depend upon them almost entirely for the accomplishment of its goals and programs. In their preparations and daily responsibilities, teachers should be conscientious and well equipped in both secular and religious knowledge and they are to possess suitable personal and moral qualifications along with pedagogical skills that are in keeping with the findings of the contemporary world (*Gravissimum Educationis*, 1965, no. 26).

It is the duty of the head of schools, and parents as well to ensure that all teachers follow a professional code of ethics each day as they fulfill their responsibility of teaching for the church according to the educational policy. The head teachers and teachers, intimately linked in charity to one another and their students, and endowed with an apostolic spirit, by their life and their instruction bear witness to Christ the unique Teacher (Gravissimum Educationis, 1965, no. 27). Teachers are to be partners with parents in forming and guiding students. The Council invites teachers to do all they can do to stimulate students to think for themselves, and even after graduation to continue assisting them with advice and friendship by establishing special associations imbued with the true spirit of the Church.

Nyerere (1967) insisted more and more on the power of teachers when he said that the work of teachers is not simply the technique of transferring information, although the technique can encourage or stunt the ability of the child to learn skills. It is more than that. Teachers who are not interested in teaching and are not motivated, who look tired and dispirited and show no enthusiasm for work, will spoil the children as they will develop the idea that work is something to be avoided. Teachers who demand the children to do every bit of the work while only watching them will not foster a love of learning. Such teachers will have subtly encouraged young minds to develop these ideas simply by the manner in which the work is approached. A bright and spirited teacher who works with enthusiasm along with the students, who encourages students to work together helping each other, who explains why they do certain things and why certain rules exist, that teacher will be forming even more constructive attitudes in the minds of the students.

In the school setting it is very true that every teacher's behavior, both inside and outside the classroom, has great influence on student learning. For example, in a school where a teacher

fawns on visiting officials, and then treats the poor farmer as though he is dirt, the children will grow up believing that this is the proper way to behave in the developing society. No matter what the teacher says in the civics or social science class or elsewhere, the students learn from what the teacher does. The teacher should be a person who treats everyone with respect, who discusses his/her position clearly, rationally, and courageously with everyone, whatever his or her position. This kind of personality in a teacher inculcates the spirit of equality, friendship and of mutual respect. "It is teaching by being which is the most effective teaching technique ever existing" (Nyerere, 1967, p. 227).

CHAPTER 4: Anticipated Educational Improvements

Introduction

The agenda of cultivating a culture of success for Catholic secondary schools in the Catholic Diocese of Moshi in Tanzania aims at bringing a sense of fulfillment to students and schools in the diocese of Moshi. It backs up the dream and the advice of the late Mwalimu Julius Nyerere (1922—1999) who in his speech on freedom and development said that the intellectuals in the country have a special contribution to make to the development of the Tanzanian nation, and to Africa. He asked that their knowledge, and the greater understanding they should possess, be used for the benefit of the society of which we are all members (Nyerere, 1967). By addressing this issue of students' success in secondary schools, I aim at awakening the passion among head teachers, teachers and educational leaders toward working for the educational success of children directly and their families indirectly.

The impact or changes brought about by this agenda are believed to be generative. The word “generative” here entails the ability or capacity to produce or originate changes in the school and in the community in which the school is situated. It carries with it the lasting improvements that are to take place through the actions taken to address the problems of teacher quality and student achievement. Generative impacts are those effects that will have the ability to originate, produce or create long-term resolutions to the issues of teacher quality and student achievement. Since teachers are people of great influence in society, they are the heart of any community. They stay with children longer than their parents do. They help form and mold the lives of children. They are like airplanes pilots, whereby a misstep can cause great danger and harm not only to the passengers but also to the plane, the people on the ground and others. Likewise, in an educational system, troubles with the teachers often bring a lot more trouble into

the schools and the community. Teachers are called to inspire and stimulate the children of the community. They should be equipped and supported in fulfilling their duties as teachers.

When successfully addressed and attended to, improved teacher quality will lead to more students passing their examinations, which will in turn bring positive changes to their lives as individuals, their families and the whole community. These changes are lasting, touching and sensitive. The impacts or the changes expected from dealing with the issue of teacher quality will influence the individual as well as the whole community. They have the power to make a strong, immediate impression on educational matters in the educational system of Tanzania. By achieving the required passes on the examination, children will have access to higher education and this will bring relief to the families as they will have someone to depend on when they need to express their needs as a family or a small community. The society can transform from a life of ignorance, poverty and diseases that are the three major enemies of development of any society to life that is secure and more promising. The work on the problem of the teachers in improving education in the Diocese of Moshi is like a catalyst or stimulant that will influence or stimulate changes all over the country.

Improved Leadership Strategies

Development of Comprehensive Leadership. Change in the basic practice of leadership has been advocated by head teachers (as well as many other teachers) in order to improve quality teaching and bring about better student achievement. Since the Tanzanian system of education is centralized, working in a few schools at the outset to improve teaching quality may bring about some outcomes that will challenge the system and thus facilitate change.

The decision to decentralize schools may be opted for to give room for head teachers and classroom teachers to make decisions about what is best for the schools and the children. The

inherited system of making leadership decisions from the top–down will change by empowering teachers and encouraging head teachers to work together in making decisions for the betterment of the school and the education system. Changes are needed both for the system and for the individuals. Incidents that occur due to wrong decisions by a single individual in power should not to be allowed. Yarbrough, Shulha, Hopson, & Caruthers (2008) suggest that before doing something one should undergo a thorough evaluation. They need to pay attention to the stakeholders and the groups involved, considering their needs and values, as well as following meaningful processes and their consequences.

Better leadership is practiced when head teachers, as suggested by Blasé (2009), take responsibility for being instructional leaders. Counselors or parents also need to take the role of engineers or supervisors, contenders or referees in dealing with both teachers and students. In return, teachers and students will value personal compliments and the individual attention of the head teachers and cooperate with them. It is without doubt that with supportive care, the effects of the head teacher will impact the cognitive, affective and behavioral aspects of the teachers' work. This impact will likely have a further positive impact on the performance of the students.

Retention of Teachers. The challenge of teacher attrition can be controlled through improving motivation and giving sound feedback. Teachers can attach permanently to schools when there is personal satisfaction that derives from the head teacher's praise and appreciation for these teachers. Praise and appreciation is a strategy that influences teachers' attitudes and behavior and goes hand-in-hand with the qualities of transformational leadership (Blase, 2009; Liethwood, 2004). To be effective this strategy is usually applied to an individual teacher. The teacher in turn feels recognized and thus increases his/her efforts in instructional and classroom management. The recognition of personal strengths gives the particular teacher a sense of

recognition and belonging and helps as well in inspiring the teacher to maintain his/her skills. This also promotes his/her confidence and satisfaction. Praising teachers also serves as a tool for building school culture and climate, improving the teaching team's cohesiveness and its support for school goals (Blasé, 2009). Blasé (2009) learned from Edgar Schein in his work *Organization Culture and Leadership* that building an effective culture is the most important aspect of leadership. An effective organizational culture influences the way teachers respond to events, uniting them and administrators, as well as giving purpose and meaning to their work.

Balance of Academic Staff in Schools. In tackling the issue of student success in terms of teacher quality, there needs to be a special effort to support teaching teams to help underachieving schools and students, especially in rural areas. Following the current situation of educational quality and low national test scores, it is convincing that “teachers in high-risk schools need to come from the very best schools” (Rosetta & Scheer 2003, p. 27). For example, the Diocese of Moshi attracted good teachers through sponsorship for their education in college, loans for building houses or fulfilling other family needs such as education to their children and running projects. “They need to be talented and committed, professionally certified, and ideally, armed with graduate degrees in the teaching of their subjects” (Rosetta & Scheer, 2003, p. 27).

Head teachers have to focus attention on the role of teachers toward the improvement of schools. Blasé (2009), learning from Treslan and Ryan's (1986) work on principals' influence, says that the informal power of principals working with teachers is more successful than the use of hierarchical authority (Blasé, 2009, p. 6). Teachers respond much more to principals' critique attempts based on human relations, skills and expertise than those from positional authority and power.

To have the best schools, diocesan educational leaders in collaboration with head teachers must ensure also the best teachers. According to Rosetta & Scheer (2003), “teacher-centered schools put most of their money and the resources into people initiatives that have the most direct effects on students—into talented teachers’ salaries, smaller class sizes, and an improved school environment” (p. 28).

By having the best teachers—those who are caring and understanding, who listen and know the students, who exhibit fairness and respect, and who engage in social interaction with the students—serving in the best schools, the aims of educational improvement will be achieved and the plans of educational policies will materialize. The best educational system will be established when there is the building of people’s capacity in the educational system, as well as improvement of pre-service and in-service training. This will lead to the redeployment and increase in qualifications of existing teachers, with an insistence on improved teachers’ styles and methods in the classroom. This will in turn enable teachers to use academically sound, child-friendly, and gender-sensitive techniques to foster success for students and schools. The Diocese as a non-profit organization does not rely on money to push the success of the schools and the students, but relies on good human relations and working for the common good.

The provision of teachers in rural areas will bring some significant impacts, since these areas have suffered most with regard to the provision of the education. When teachers are deployed to these areas, many do not report to their schools and they tend to change their profession to avoid the difficult life in rural areas. With the education and proper training of teachers on how to collaborate with parents, the difficulties and challenges facing teachers in rural areas can be dealt with to some degree. The differences between the children of the rich and of the poor can be improved by addressing the problems of teachers in the rural areas.

According to UNESCO (2007), collaboration in running these schools will call for more educational support staff, such as inspectors and district education officials, and support teachers. These leaders will continue improvements by employing extra teachers to accommodate increased student enrollments. The leaders may ask the teachers to use double-shift and multi-class teaching systems as an interim measure where there is a shortage of teachers. The educational support staff will also ensure an equitable and gender-balanced distribution of teachers, as well as increase teacher-to-pupil contact time, while attracting and employing higher quality trainee teachers.

The Improvement of Daily Teaching and Learning

Creation of a Conducive Teaching and Learning Environment. Improving education includes the improvement of the teaching and learning environment. Students' achievement requires the improvement of both working and learning environments for both teachers and students. In addition, improved working environment directly influences the quality of student instruction and, by extension, the level of student achievement. A good learning environment will help both teachers and students have a sense of belonging. It will allow them to focus on what they need to build up for their future lives (Rosetta & Scheer, 2003). Rosetta & Scheer (2003) suggests that "the environment in which teachers work should be supportive of the kind of work demanded of them" and "if teachers are perceived as professionals, they must work in a professional setting" (Rosetta & Scheer, 2003, p. 51) in order to display their abilities and professionalism.

The daily teaching and delivering of knowledge to students in secondary schools will be improved by the presence of an enriched learning atmosphere created by head teachers in collaboration with teachers. Since education is about teaching and learning, teachers have to

follow the right procedures so that meaningful teaching and learning may take place. Teachers as individuals or groups will be equipped with knowledge and skills for developing and sustaining self and society. This goal aims at helping children to understand the process of cause and effect through curiosity and investigation (depending on the directives of teachers) in classrooms or laboratories.

According to progressive and constructive learning theories, teachers can create environments that lead students to constructing their own knowledge through careful guidance (Dewey, 1997). Teachers' primary role is to provide students with experiences that will enable them to establish links and relationships. Teachers are qualified for this kind of teaching if they are able to monitor the learning process and able to know what kind of support their learners need at a particular point. Within this hypothesis of constructivism, many psychologists and educators believe that children construct their own knowledge as they interact with their environment (Gray, 1997).

The heads of the schools need to control and monitor their teachers' effectiveness in their schools to ensure high student achievement, since it is their duty to deal with the pre-requisites for the teachers they employ. Some individuals consider teaching to be a vocation for which some people have a natural talent. Others may have the inclination but need to develop some necessary skills, while others simply may not be suited to the demands of the role (Stronge, Tucker & Hindman, 2004). When teachers cooperate well with head teachers and other leaders, while using reflective practice as well as hearing from parents and students, they will be successful in their daily accomplishments. Here the teachers' and students' personal relationships will not only be in the classroom, but there will also be an opportunity for teacher to think of students outside the classroom. Teachers will know those students who use kerosene lamps and

candles to do their homework. They will know those students living with their grandparents engaging themselves with household work and other family responsibilities. They will be also able to know and think of those students who walk more than ten miles daily for education.

Opening the Opportunity for All Students to Learn. Currently in Tanzania differences between the poor and the rich are increasing rapidly because the schools that do well are mostly for the rich who can afford to pay for qualified teachers. The possible collaboration between the academy and the community to address teaching and learning problems in schools could help to balance educational achievements between the wealthy and the poor. School and community have to work together to reach resolutions that will be beneficial for all children, regardless of family backgrounds.

The small number of children who advance to high school can be raised if parents and teachers will work together to address the problem of teacher quality. To have a successful and well-balanced education system that benefits all children, there must be a close network connection among parents, teachers, private organizations and government institutions. The system will function well and make meaningful improvements by including all members of the society, men and women professionals working in the school, academy and the community. The problem of teachers has existed for a long time and many people, both as individuals and in groups, have worked on it.

To address the problem requires developing a culture of collaboration and learning, since “studies of innovation show that sustained improvement in teaching often hinges on the development of ‘teachers as learners’ who collaborate with one another to study teaching and its effects, rather than operate in isolation” (Blasé, 1998, p. 61). The collaboration of parents, teachers and students is needed to end unnecessary conflicts and thus eliminate accusations

directed at teachers and educational leaders. For a long time some “teachers felt that principals interrupted classes to demonstrate power, to monitor and to inform and several teachers stated that their principals probably had no goals in interrupting classes and explained that they simply had no impulse control” (Blasé, 1998, p. 113).

Tanzania is a country that is culturally diverse with more than 120 ethnic groups each with its own ethnic language and customs. They engage in different economic activities, including farming, fishing, pastoralism and mining. Each group is affected in one way or another by the educational system. Teachers must understand all these ethnic and cultural differences in order to perform their teaching duties successfully. Many children in the pastoral society do not go to school as they tend the flocks of their family. In the fishing areas as well, children work with their parents during the night and when the time for school comes, it becomes difficult for them, since during the day is their time to sleep. The educational system needs to be modified to help these children through education, to develop within their cultures, and allow for self-employment. For example the children of a certain tribe can be encouraged to develop their traditional dances. These dances can be used later as a source of income in the tourism and entertainment industries.

Study results consistently show “that teacher quality is the single critical factor in student success. Students perform most poorly in fields where their teachers are least prepared” (Rosetta & Scheer, 2003, p. 60). In such studies, there is also undisputed evidence that students from economically disadvantaged families are most profoundly affected by the problems of quality and shortage of numbers of teachers. Not only are these teachers most likely to hold emergency certifications, but they are also less likely to hold degrees in their fields. According to Rosetta &

Scheer (2003), given the correlation between teacher quality and student achievement, these facts would seem to put disadvantaged students at an even greater risk.

Improved Quality Assurance Through Accountability and Responsibility

The phrase “teacher quality” is used in a very broad sense, and sometimes it is difficult to understand exactly what someone using the term means. Sometimes people use it to mean the qualities needed for effective classroom teaching. Stronge (2003) lists these qualities as verbal ability, content knowledge and teaching experience. Stronge (2003) continues to emphasize it can also mean personal qualities of teachers that make them effective in the classroom, namely fairness, respect, caring spirit, right attitude and reflective practice.

In “*Teacher Education in Trinidad and Tobago: An Issue of quality imperatives*”, Bristol, Brown and De Four-Babb (2010) discuss these two understandings of teacher quality. On one hand, it is the type of quality of teacher referring to the content knowledge a teacher brings to the classroom, with an assumption that certification in a content area equates with quality teaching; therefore, the more highly certified a teacher in terms of content knowledge, the better the teacher. On the other hand, is the type of quality referring to particular “soft skills” that teachers bring to the teaching and learning environment. These skills are essential for creating a positive classroom environment and, as a result, for enhancing student learning experiences. In Tanzanian education, particularly in the Diocese of Moshi, teacher quality includes pedagogical skills, content knowledge and personality. Together they are the essential and critical elements for quality education that leads to students’ achievement.

With regard to secondary schools in the Diocese of Moshi, then, quality improvement is necessary to reach the goals of both school and student success. To improve the quality of teachers, constant school inspections both by local and external agencies are necessary. The head

teachers and the head of departments can carry out local inspections, while educational directors and national inspectors can carry out the external ones. The inspection of schools needs to increase and be more serious to ensure the quality of teachers and the teaching of objectives based on the diocesan mission and the national curriculum. This will also increase accountability and responsibility.

These inspections are designed to strengthen the quality of education by addressing the problems schools face. With school inspections, the schools are assured to be clean and well furnished, and students will have clean uniforms. Head teachers can work closely and successfully with their teachers when school inspectors do their work with commitment and transparency instead of going to schools and befriending teachers by having lunch or socializing with them.

There will be new information about learning whereby teaching and transfer of knowledge will be as relevant for preparing new teachers as it is to educating students. Working on the improvement of teacher quality and student achievement will give teachers the opportunity to have “a clear vision of what it means to be a professional and intrinsic motivation to succeed so that they can monitor their progress and make corrections as needed” (Darling-Hammond, 2005, p. 76). This is very important for teachers and educational leaders because “without a clear vision of one’s ultimate goals and responsibilities as a professional, the metacognitive reflection needed for assessing progress is difficult if not impossible to achieve” (Darling-Hammond, 2005, p 76).

The Evaluation and Measurement of Success

Raising the Schools’ National Test Scores. Achievement in education can be measured and evaluated based on its impact on the society as a whole. These outcomes will bring effects

not only to children and their parents but also to social-political issues and the economic development of the country. These outcomes can be evaluated by both simple observation of changes and by scientifically using the different strategies and instruments for evaluation. Since the improvement of teacher quality aims at also elevating student achievement, then by using the tools of evaluation, experts can systematically investigate the effectiveness of intervention programs in ways adapted to their educational use and to organizational environments designed to inform social action to improve education and the welfare of children (Morris, 2008).

For every effort aimed at bringing change, there must be an assessment or evaluation to check whether or not the results are progressive or regressive. With regard to education in the Diocese of Moshi, the changes brought about by the improvement of teaching quality will have direct primary impacts on the students and secondary schools; and indirectly on the social, political, cultural and economic aspects of the country. These consequences can be observed both in the daily lives of people and through scientific evaluation since measurements of these changes can be documented. Some of the evaluation efforts can target national test scores and the increase in enrollment, as well as increases in graduation rates at different levels of schooling.

Examining the results of national test scores conducted at different stages in the secondary education process can be the quickest and easiest evaluation tool, since in the Tanzanian education system various examinations are administered at different levels of education. At the primary level there are two national exams, the standard four national exam (which is mainly for formative purposes) and the final primary exam for the Primary Certificate which is also used to compare not only the performances of students as individuals but also the performances of schools in various districts, regions and zones. At the secondary school level, there are three sets of examinations, the National Form II examinations, the National Form IV

examinations, and the National Form VI examinations. The Form II national examinations is formative. When a student does not reach the basic standards of this examination, the student is obliged to repeat the class. The National Form IV and Form VI examinations are taken when finishing one level, and used to award certificates for the level of education reached. They also measure the ability of students to continue schooling at higher levels.

These examinations work as a tool to compare student-to-students performance, schools' performance as well as regional and zone performance. All secondary schools in the nation are ranked according to the performance attained by their students on different subjects. If teaching quality and student achievement are well attended to, there will be an increase in the number of the candidates joining the advanced level of secondary education, after which the number of the secondary school candidates advancing through final examinations to tertiary education, will also increase: secondary school are ready for tertiary education, will also increase.

Increased Enrollment in Higher Levels of Education. Other measures of success will be: (a) the increase in enrollment of students from our schools into higher educational institutions, (b) satisfaction of teachers, students and parents, (c) an increase in the number of teachers in the schools, and (d) the elimination of those extra class sessions known as tuition.

Indirectly, there will be an increase in literacy rates in the areas served by these schools, as well as an increase in the number of the enrollments of teacher candidates in teacher colleges and universities. These are all short-term assessments to be achieved in the first years, but in the long run, there needs to be an increase in the number of professionals and personnel in other professions.

The success of the leaders and teachers will lead to more children advancing to higher levels of education, either in A-level secondary schools, teacher colleges for teaching

certificates, or to technical and vocational colleges. This result will be achieved by teachers appreciating their students and believing in their abilities, to which I can attest from my experience as a teacher. Students are successful when they are esteemed and respected. I believe that in the schools in Moshi by working with the head teachers, teachers will develop a trusting relationship with their students, and the students in turn will show trust and be attentive to their teachers. The teachers will believe in their students and make the students believe in their own capabilities. They will help set measurable goals and ambitions for the students. In their daily interactions, teachers will work with students to try to meet these goals. These goal-pursuing activities will become a daily priority for the students. Teachers will also help students develop purposeful plans and create sufficient paths to success.

Improved Teaching and Learning Network. According to Darling-Hammond (2001), much learning occurs in groups and among individuals engaged in tasks together. Students learn from each other and from adults outside the school as well as from their classroom teachers. Effective teachers organize learning opportunities in social contexts to enable students to learn together. In this context, teachers can create a sense of community within their classrooms by developing clear norms for behavior, creating an emotionally safe environment, encouraging collaborative learning, and having students help each other. Teachers can work with other teachers from neighboring schools and create interschool learning collaborations.

Blasé (2009) cites the work of Bossert and his companions that contributes to understanding the relationship between leadership and teacher performance. They introduced a model that linked the school principal's (head teacher) actions and the teachers' interaction with the students, such as goal setting, evaluation, monitoring and modeling. These changes in the instructional organization can lead to the success of the school and its students. It is on this view

that the students' successes are the indirect result of the head teacher's actions. The actions affect the understanding of instructional environments and classroom organization.

The head teacher enhances the teaching and learning network that connects teachers and teachers, students and teachers, and also students and students, both within and outside the school environment. The teaching—learning network of head teachers, teachers, parents and students will help in fulfilling the mission and goals of education in the Diocese of Moshi, specifically in its secondary schools. The five-year strategy of the Catholic Diocese of Moshi is focused on increasing the capacity of the existing schools to accommodate more students, improving the standards and strengthening leadership. Teachers are significant role players in the fulfillment of this strategy, working hand-in-hand with the head teachers and the Diocesan educational leaders.

CHAPTER 5: Conclusion: Agent of Change and Action Plan

Action Plan

In the introduction of this work, I gave a short narration about Tanzania, its profile, people, resources and educational system to familiarize readers with the country. In the second part, I stated the challenge facing the Tanzanian education system and the continuous mass failure of the students, believed to be caused by the shortage and low quality of teachers. According to the detailed work of different researchers this is a problem that exists in many countries both developed and underdeveloped, but it is mentioned as the source of poor development in Tanzania. Tanzania is quite different from highly developed countries like the U.S. and others where education is practiced differently.

“Every education system on Earth has the same hierarchy of subjects: at the top are mathematics and languages, then the humanities, and the bottom are the arts” (Robinson, 2006, TED talks). In Tanzania the subjects are ranked similarly to other countries but problems are rooted in a lack of resources for teaching and learning, and a lack of high quality teachers. The teacher is the one who organizes and searches for the right materials for classroom learning.

The effort of the ProDEL regarding the need to bring changes into the schools, to improve the situation through designs for action, is given in Part Three. Possible solutions to the problem were addressed in this third part of the study, which focuses on how effective leadership can alleviate the problem that is hindering the country’s social, political and economic development.

If the problem is well worked upon, the factors that can alleviate educational situation in Tanzania can result in generative impacts that are explained or narrated in Part Four of the study. This has been written as my personal guide and my working tool to be used when I am in the

field in the Catholic Diocese of Moshi and its schools. This guide is trying to address educational issues in Tanzania, following the goals and objectives of ProDEL of bringing changes to the schools and to do so as a matter of social justice (ProDEL, 2012). I am glad I was in this program and have been equipped to work toward raising the schools' national test scores and ensuring the increase in the number of qualified teachers, as well as increasing enrollment of students in the high levels of education.

I have a vision and this vision needs to be put into action. As Barker (2012) says "Vision without action is merely a dream, and action without vision just passes time. But vision with action can change the world" (p. 1). In other words, the power of vision demonstrates that having a positive vision of the future is the most forceful motivator for change and for success that schools, organizations and even individuals possess. The future of children, families and even the nation lies in education. This has pushed me to work for the improvement of education, specifically for preparing teachers who I believe are critical to the provision of a quality education.

Langley et al. (2009) agree that changes for improvement are necessary and can be developed in different ways: first, by examining the current system using data to set a baseline of learning and common understanding and then identify possible changes to the current system; second, by generating new ideas without recourse to the way things are presently done. I am not aiming at upending the educational system in Tanzania or in Moshi Diocese, but to improve what is going on by recruiting followers and making known to them, the problems I have outlined in this dissertation. The efforts will be made as I work with the Diocesan educational director, in collaboration with the heads of schools, and with leadership and faculty of Mwenje University College and teachers and parents in the secondary schools.

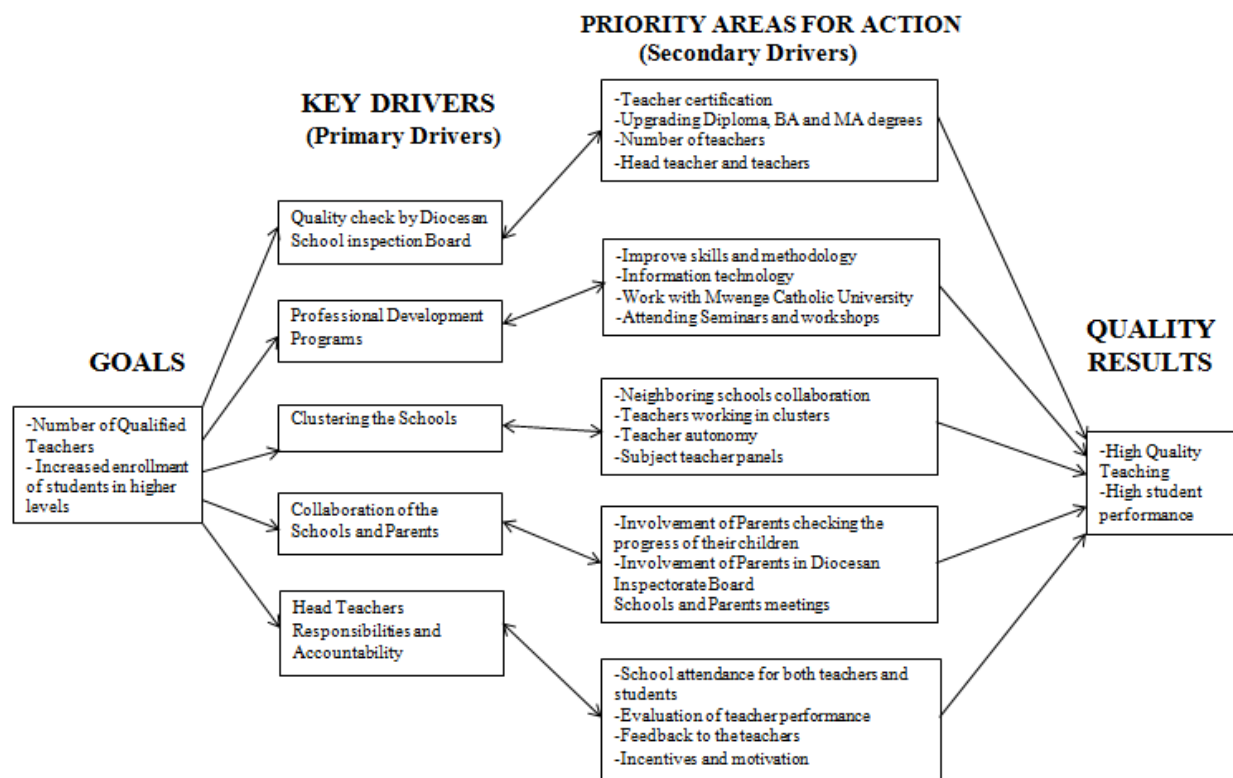


Figure 10: Driver Diagram for Action Plan for Improving Teaching in Secondary Schools

Immediate Action for Cultivating Quality Teaching

Following the driver diagram, there are intermediate and immediate actions to be taken to address the teaching challenges. I am a leader aiming at educational improvement and I have “some understanding of the four parts of profound knowledge, that is appreciation for a system, knowledge of variation, theory of knowledge and psychology” (Langley et al., 2009, p. 75). The application of this knowledge is necessary for true and genuine improvements. The knowledge is from personal experience as a teacher, observation of the system and information from educational researchers. In Chapter 2 I stated the problem of practice backed with reasons and evidence. In Chapter 3, on the designs for action, I listed four sources of action for true changes in education. These sources—namely the individual teacher, the particular school, the external

policy environment (Hopkins, 1994) and the education director—are important in tackling the actions constitutive of poor teacher performance “such as absenteeism, teacher-centered ‘chalk and talk’ pedagogies, inadequate subject knowledge and withholding content to support private tuition” (Tao, 2013,p.2). Applying my experience as an individual teacher, I can make a difference by improving teacher performance through improvisation, consultation with teachers, and sharing information with teachers and headteachers in seminars and meetings.

Many other reasearchers have pointed out more deficiencies of teachers in secondary education in Tanzania. According to Vavrus and Bartlett (2013), teachers have deficiencies in five main areas; these are, the limitations of specializing in two subjects only, the English language as a medium of instruction, teachers being the center of the examination system and curriculum that leads them to teach fact-based knowledge, the material conditions of teaching, and the inability to employ inclusive education. My action—plan in addressing these challenges concurs with the ideas of Vavrus (2009), discouraging teaching to fact-based tests and encouraging teachers in professional development so that they may use a wider range of approaches based on learner centered pedagogy (Vavrus and Bartlett, 2013). This will help teachers depart from formalism to constructivism (Vavrus, 2009). The Teaching in Action (TIA) program has been of great help in improving teacher practices in classrooms. The TIA “is an intensive one-week professional development workshop for secondary school teachers, aimed at providing a theoretical foundation for learner-centered teaching as well as tangible experiences modeling the critical thinking skills in active, participatory classrooms that teachers could cultivate in their schools” (Vavrus and Bartlett, 2013, p. 24).

From personal experience, students liked my classes because I connected lessons with their daily experiences. Improvisation was a key to their understanding of the lessons. For

example, in teaching physics on the Laws of Motion and Friction, I used no laboratory equipment but through improvisation, made the lesson clear and interesting for students and me. I gave them a ride in a truck, then afterward I asked them to push the truck as if I were stuck. Then questions followed that drew their curiosity and invention. Why shake the car when it brakes? Why is it difficult to push a car at the start but it is easy after it gets starting moving? Why do you slip on a smooth surface? By answering these questions the students were able to learn from their own experiences. In such ways, TIA programs can help me to share my experiences with other teachers, who in turn will apply the student—centered methods in their classes.

The key drivers are aimed at connecting people, school community and academy to help teachers develop and use student—centered methods in teaching to draw upon students’ interests, curiosity and understanding. This change can be supported by giving people access to information such as meeting with teachers, the head teachers and the school management. Changes are possible with both short- and long-term training to achieve the aims of professional development programs as shown in the driver diagram.

Work with Heads of Secondary Schools

The first step as education director or advisor to the education director is to make the problem known among Catholic secondary school leaders. With my expertise in educational leadership, I will work closely with the educational director and head teachers of the Diocesan schools. Working with the educational director, I will survey head teachers and lead a seminar to exchange views. The seminar can be conducted at one of the schools or Mwenje University College of Education, whose mission and vision are designed for good education for Tanzanian children.

The process will continue by asking for cooperation in helping the teachers in their schools. Head-teachers will help me know the number and qualifications of their teachers, including those with or without teacher certifications. The following is a sample survey:

Checklist for the Head Teachers: Teacher Quantity.

1. The name of my school is
.....
2. My school is : [A] Boarding school [B] Commuter [Day] school [C] Both A
& B
3. My students are: [A] Boys [B] Girls [C] Both Boys and Girls
4. The current number of teachers in my school: Males.....
Female.....Total.....
5. Number of teachers with: Diploma..... Bachelor's Degree..... Master's
Degree.....
6. The number of teachers without certification.....
7. Students populations: Boys..... Girls.....
Total.....
8. My school is in [A] Town area [B] Rural area
9. How many staff do you have? [Staff are workers/employees other than
teachers].....
10. For the last 5 years my school is normally among the best [A] 10 [B] 20 [C] 30-50 [D]
60-80 [E] OTHER in the National Test Scores.

Collaborating with head teachers and the education director, we can work together in organizing different ways for improving the teacher qualifications and thus, improving the

teaching and learning in our schools. The Diocese always looks for the best education for the children, so I believe the leadership will work hand-in-hand with me knowing my aim is to help improve education in the Diocesan schools and the leadership.

Since the Diocese is privileged to have Mwenge University College, I believe that in collaboration with the university leadership, we can organize different programs for professional development. These programs will depend much on the needs of the teachers as they are observed from a survey conducted in collaboration with the head teachers. This will be a continuous process and it will need to be improved year after year. The following is the survey sample:

Checklist for the Teachers: Personal and Professional Teacher Quality

1. What do you do best in your job as a teacher?

.....
.....
.....

2. What do you wish you could learn to do better as a teacher?

.....
.....

3. Have you ever learned about teaching strategies and methodologies?

YES NO [Circle one that applies to you]

4. If “YES” list all strategies or methodologies you learned in the college/university.

- a.
- b.
- c.
- d.
- e.
- f.
- g.

5. List the main struggles in your teaching [Things you are not handling well as you should or as you want to]

- a. -----
- b. -----
- c. -----

Add more on a separate sheet of paper if you need to

6. What do you think you need to do to make your school most effective, that is, to ensure students are learning and graduate with competencies for higher education or a job?

7. From your experience as a teacher what do you think colleges/universities should do for teacher candidates to be successful in the teaching profession?

8. Have you attended any professional development training in your career? YES NO
[Circle one that applies].

If yes, was it mandatory to attend? YES NO

How many did you attend in a year? -----

Do you think it was helpful in your job as a teacher? YES NO

9. When did you last attend a professional development training, workshop or seminar? -----

10. Any other recommendations -----

Professional Development

Following the growing connections with head teachers, while aiming at something that will be continuous to maintain and check quality, professional development will take different forms. Because we are in the world of science and technology, there will be some courses in information technology including how to use the computer to prepare handouts, or grading

students work, preparing classes and keeping different records. Seminars and workshops on teaching skills and methodologies will depend on the outcome of the surveys and will vary in intensity and priority. The seminars and workshops will be based on the following topics:

1. Student—centered learning
2. Student formative assessment
3. Classroom management
4. Preparation of good lesson plans
5. Teachers' professional code of ethics
6. Theories of effective learning
7. Handling students disciplinary cases
8. Working with others to enhance effective teaching and learning
9. Other topics of interest

A policy will require teachers to advance or upgrade their certificates, whereby teachers with diplomas will work for their degrees while those with bachelor's degrees will be recommended to work for master's degrees. Advancement seminars can be held locally and nationally. As the educational director, I will need a report from each school on the number of teachers who have attended seminars and who have upgraded.

Clustering of Schools

To improve teaching and collaboration among the schools, I will recommend that they work in clusters. This will help neighboring schools to work together and teachers as well can work together, sharing their experiences with one another. This would allow an exchange of teaching skills and solve challenging topics for both teachers and students. Laboratories and libraries also can be shared. Teachers can discuss some issues with regard to the curriculum, and

together they can make recommendations to the higher authorities with regard to curricular issues. The clusters will help reduce the travelling cost as teachers can walk from one school to another without the need for public transportation. Currently there are 32 high schools in Moshi, which can be divided into eight clusters, each comprised of four schools.

Relationship Between Schools and Parents

Currently many parents do not follow-up on their children's school work, because many of them have not attended high schools and some have no education. In the process of improving education in the Diocese, I will encourage parents to attend school meetings and follow the development of their children at school. They are to participate in the selection of teachers and follow—up on the teachers' performance. As it was in the traditional society, parents should know the teachers (their fellow parents) who are educating their children. Because the schools belong to the parents, the Diocese as the manager must give the parents a major role in working for their schools. There must be an exchange of reports between teachers and parents about student performance.

Quality Education Check and Control

The educational director cannot work and control the quality alone or in isolation. There is always turnover, and no one stays in a position forever. The educational system in the Diocese is developing, and the number of schools is increasing as well. The head teachers cannot work by themselves; they need some advice and enlightenment from an external authority. So my advice to the Diocesan educational leadership is to form a Diocesan Inspectorate board whose function will be to maintain quality and ensure that Diocesan education policy is well implemented and corresponds to the national educational policy. The issue of teacher quality will be the priority because the teacher is at the center of learning.

Conclusion:

Education, asserted Nyerere (1968), is the only way to eliminate ignorance, disease, and poverty the three main enemies of development. The same agenda was insisted on by Mandela in his statement that “Education is the most powerful weapon you can use to change the world” (UNESCO, 2009, p. 1). For the past ten years in Tanzania, the National Form (IV?) examination results have shown the mass failure of students. This dissertation in practice is the working agenda aimed at working on this problem of mass failure by attending to teacher performance. It aims to bring about changes in educational practices, especially in Catholic secondary schools. The dissertation is a continuous process of cultivating a culture of success in providing “education realistically designed to fulfill the common purpose of education in the particular society of Tanzania” (Nyerere, 1968, p. 282) As an agent of change, I am trying to bring and apply the country’s cultural values that will help improve teaching in Catholic schools and thus influence students’ academic achievement.

This study is not exhaustive of the efforts needed to improve schools and bring out the good performance of the teachers and the success of the students. It is a continuous work that requires thorough research into the root causes that lead to poor teacher and student performance in the schools. Bauer and Brazer (2012) acknowledge that “using research to lead school improvement is not a simple task. Research can be confusing and intimidating. Combining leading with research is, consequently, a substantial challenge” (p. 30). Many researchers including Davidson (2007), Mkumbo (2012), Ndalichako (2005), Semali & Vavrus (2005), Sumra (2001) and Vavrus (2009) have worked on the issue of poor teacher performance and student achievement, giving suggestions about the steps to take to alleviate the situation. Using the results of research and relying on the national education policy, my efforts will follow a

continuous circle of Plan-Do-Study-Act (PDSA) model for improvement (Langley, 2009) in trying to improve the performance of teachers and students in our schools. The main sources of action will be the individual teacher, the individual school, the education policy and the leadership of the schools.

Following the ideas of Nyerere (1968), I believe that teaching in secondary schools must aim not just at higher level college and university entrance but also at the provision of knowledge, skills and attitudes which will serve the student when she or he lives and works in a developing and changing society. Since the aim of education is the development of people and the nation, the education provided for the students of Tanzania must serve this purpose. It must encourage the growth of national values and citizenry aspired to by the Tanzanians. Furthermore, it must encourage the development of a proud, independent, committed, and free citizenry which relies upon itself for its own development and which knows the advantages and the problems of collaboration. I concur with Nyerere (1968) that education “must ensure that educated know themselves to be an integral part of the nation and recognize the responsibility to give greater service the greater the opportunities they have had” (p. 290).

In my efforts for the betterment of education, my action plan calls for collaboration with others who have an interest in the progress of education in the country. The action plan indicates the involvement of parents, teachers, head teachers, educational directors and college faculty. Collaborating with these people, I aim at finding answers to the following questions: What are the predominant attitudes and behaviors that characterize teaching in secondary schools? How can these attitudes and behaviors be reformed and refined to bring about successful teaching and learning in secondary schools?

Are there other people working to reform and refine teaching in secondary schools? Are there active and motivated leaders who understand what the root causes of poor teacher performance are, and what various efforts are set in addressing the challenge?

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